



Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- § Pass: The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets minimum components as evidenced by the check boxes of the rubric.
- § Fail: The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Shannon Sellers
Nicole Charles
Glenn Allen
Jessica Kelly
Hilda Parlér
Deanna Townsend-Smith
Stephenie Clark

Date of Review:

09/26/2017



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Carolina Experimental School

Public charter schools opening the fall of 2018

Due by 5:00 pm, September 19, 2016

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

OCS September 2016

CHARTER SCHOOL
2016 Application Process
To open a charter school in the 2018-2019 school year

APPLICATION DUE DATE/TIME

September 19, 2016 A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 19, 2016 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting.
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: *Carolina Experimental School*

Has the organization applied for 501(c)(3) non-profit status: *Yes No X*

Name of non-profit organization under which charter will be organized or operated: *Carolina Experimental School*

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: *Wenyu Bai*

Title/Relationship to nonprofit: *Lead applicant*

Mailing address: *4112 Collamer Dr
Cary NC 27519*

Primary telephone: *919-930-9125* Alternative telephone: *919-930-9126*

E-Mail address: *conwayzhiyin@hotmail.com*

Name of county and local education agency (LEA) in which charter school will reside:

County: *WAKE*

LEA: *920-Wake County Schools*

Was this application prepared with the assistance of a third party person or group?

No: X

Yes:

Is this application a Conversion from a traditional public school or private school?

No: X

Yes:

Is this application being submitted as a replication of a current charter school model?

No: X

Yes:

Carolina Experimental School - The mission of Carolina Experimental School is to apply best educational practices in the world to provide high quality education for all students.

Acceleration

Yes:

No: ☒

To be considered for acceleration applicants must meet four specific criteria. Provide supporting evidences of the following:

**Demonstrate a clear and compelling need for the accelerated planning year*

Partner with a two of four year institution of higher education in North Carolina

Attach Appendix A from the four year institution of higher education in NC to demonstrate a partnership
Verify the absence of a charter school in the proposed county of location

Yes:

No: ☒

Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

Yes:

No: ☒

What is the name of the nonprofit organization that governs this charter school? Carolina
Experimental School

Is this application for Virtual charter school: Yes: No: ☒

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2019 *Month* August

Will this school operate on a year round schedule?

No: ☒

Yes:

Proposed Grade Levels Served and Total Student Enrollment (
5

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
Year 1	06,07,08,09	200
Year 2	05,06,07,08,09,10	300
Year 3	04,05,06,07,08,09,10,11	400
Year 4	03,04,05,06,07,08,09,10,11,12	500
Year 5	K,01,02,03,04,05,06,07,08,09,10,11,12	650

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

<u>800school</u>	<u>Board Chair</u>
<i>Signature</i>	<i>Title</i>
<u>800school</u>	<u>09/22/2017</u>
<i>Printed Name</i>	<i>Date</i>

Section I: Application Contact Information Concerns and Additional Questions	<u>Reviewer</u>	<u>Page Reference</u>
<u>Why does the applicant choose to start both a middle and a high school the same year? Although the enrollment numbers are very reasonable, is there a solid plan given the educationally challenging nature of middle and high school?</u>	<u>Nicole Charles</u>	<u>Grade Levels</u>
<u>What is the advantage of starting with middle school grades and expanding into elementary and high school at the same time?</u>	<u>Stephenie Clark</u>	<u>Grade Levels</u>
<u>How will staffing and school wide culture be established for all three levels of students in year 2-5?</u>		
<u>Why was the enrollment model done this way?</u>	<u>Jessica Kelly</u>	<u>Grade Levels</u>
<u>Interesting method of enrolling by counting down to K I 5th year...</u>	<u>Hilda Parlér</u>	<u>Grade Levels</u>

<u>Reviewer</u>	<u>Score</u>
<u>Shannon Sellers</u>	<u>Pass</u>
<u>Nicole Charles</u>	<u>Pass</u>
<u>Glenn Allen</u>	
<u>Jessica Kelly</u>	<u>Pass</u>
<u>Hilda Parlér</u>	<u>Pass</u>
<u>Deanna Townsend-Smith</u>	
<u>Stephenie Clark</u>	<u>Pass</u>

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **thirty-five words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

The mission statement of the proposed charter school is as follows:

The mission of Carolina Experimental School is to apply best educational practices in the world to provide high quality education for all students.

Clearly describe the mission of the proposed charter school:

CES will duplicate high performing countries (e.g., China) and schools (e.g., BASIS schools in Arizona, KIPP) successes by adopting their best practices (e.g., acceleration, systematic teaching and learning, disciplined learners, more time on learning). CES will raise and enforce the standards to bridge two learning gaps: the gap between America and high performing countries, the gap between low SES students and high SES students.

Educational need and Targeted Student Population of the Proposed Charter School:

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

Carolina Experimental School's targeted population includes families who like high standards and families seeking solutions for their struggling students. CES intends to learn from the best educational practices in the world, especially China. The Chinese and the American educational systems are like two poles of the educational spectrum. This may be a reason why American educators are reluctant to learn from China though the excellence of its K-12 education has been known for years. Transplanting one culture's educational practice to another culture is risky so protecting this young seedling is our top priority. To ensure its initial success, CES needs a "soil" similar to the Chinese culture so we will start in Cary or Apex which have a large Asian population, whose understanding and support for the school's philosophy of education is crucial for its trans-Pacific survival. We want to duplicate Raleigh Charters success. Greenhope, Panther Creek, and Apex High Schools are high ranking schools. We may locate CES in East Cary to meet the need for a better high school there. CES is open to students of all ethnicity but Chinese and other Asian students may be overrepresented, exceeding Wake County schools' average of 6.5%. Applying China's educational practices in an area with few Asian students is too risky. After having good results from our CES experiment and learning some lessons from this experimental process, we plan to set up a school in southwestern Raleigh, and eventually set up schools in areas with low performing schools such as Durham and eastern Wake. To find ways to raising disadvantaged students'

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performances is our ultimate goal. We strategically adopt an incrementalist approach to make sure our reform effort will have a better chance of survival and success.

2. *What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

CES's total projected enrollment will be 200 students in the first year. It starts with grades 6 to 9. We start the school in this odd way for several reasons. First, if we start with Kindergarten, we will be able to shape students work ethics, motivation, and study skills as we want them to be but we have to wait several years to get the results. As a reform-oriented school, we cannot wait to show the effectiveness of our model. Second, we want to duplicate Raleigh Charters success and we give ourselves four years to achieve this goal. We do not want to start as a full high school. High school students mentalities and study habits are relatively hard to change. By only having 9th graders in Year 1, we can shape our students throughout their high school years. We have a compromise to start with middle school so that we can have EOG/EOC results in Year 1 and college admission results at the end of Year 4.

From Year 2 to Year 4, we will add two grades each year: one naturally grown grade and one downward extension grade. This gradual expansion will put less pressure on facilities and personnel. In Year 5 the school will reach its full capacity of 650 students.

There are about 50 students in each grade level while there are about 12,000 students in each grade level in Wake County schools so the school's ADM is about 0.4% of the LEA.

3. *Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).*

Both CES and the LEA offer the Common Core curriculum but CES has its unique designs.

First, CES has a schoolwide talent development program. It uses academic and other competitions to recognize and encourage students' talent development. Local schools also have competitions but only a small percentage of students are involved. CES wants each student engaged in at least one type of talent development activity.

Second, traditional schools are rarely concerned with students afterschool lives while CES tries to develop autonomous learners who can use their afterschool time wisely. American teenagers spend about 7.6 hours a day on entertainment media. This accounts for the two learning gaps: the huge achievement gap between the Chinese students and the American students, and the high SES students and the low SES students. When American teenagers play with their phones, Chinese students are perfecting their basic skills. When high SES students have a fully-packed afterschool enrichment schedule, low SES are playing video games. CES asks its teachers to teach in a way that Both CES and the LEA offer the Common Core curriculum but CES has its unique designs.

First, CES has a schoolwide talent development program. It uses academic and other competitions to recognize and encourage students' talent development. Local schools also have competitions but only a small percentage of students are involved. CES wants each student engaged in at least one type of talent development activity. Students meaningful pursuits

at home will squeeze out their entertainment media use.

Second, traditional schools are rarely concerned with students afterschool lives while CES tries to develop autonomous learners who can use their afterschool time wisely. American teenagers spend about 7.6 hours a day on entertainment media. This accounts for the two learning gaps: the huge achievement gap between the Chinese students and the American students, and the high SES students and the low SES students. When American teenagers play with their phones, Chinese students are perfecting their basic skills. When high SES students have a fully-packed afterschool enrichment schedule, low SES are playing video games. These two gaps can be narrowed by making low SES students have meaningful pursuits at home. Americas high SES students are as busy and competitive as their Chinese peers. By having more school days, giving more homework, letting students own textbooks and practice books, Chinese schools keep low SES students busy at home thus fulfill public schools equalizer mission. CES teachers will teach in a way that students can keep growing their interests at home.

Third, CES will also use the Great Minds program to facilitate students' philosophical and moral development. Students will read great books mostly in their English and Social Studies classes. Unlike traditional schools which are focused on knowledge and skills, CES makes maximizing students' growth as a top priority. This is achieved by tapping into underutilized resources such as students' spare time and motivation, great people and great books. Having encountered with the great minds in history, students will seek purposes for their lives. They will have endless meaningful tasks or goals to accomplish (e.g., read all the Pulitzer Award winning nonfictions, be a modern day Thomas Edison). When students have meaningful pursuits like these, their academic achievement will be improved naturally and as a by-product.

Fourth, compared with traditional schools, CES has much stricter passing and promotion standards. It will give standardized tests more weight in grading and promotion decisions. Students have to work hard to develop real abilities rather than rely on their teachers and schools leniency to make them pass. When students take standardized tests seriously, CES will have good results. We believe this is also how North Carolina solves its massive student underachievement problem.

4. *In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*

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4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

Carolina Experimental School will achieve all the six purposes of a charter school.

1). Carolina Experimental School will create new professional opportunities for teachers. CES aspires to leading the educational reform by adopting the Chinese model of teaching basic skills and balancing it with gifted education programs such as talent development and the Great Books Program. Few graduate schools offer training in these areas. CES teachers will create, theorize, and spread the CES model to reform American education.

2). We dare to set some ambitious measurable student achievement goals because the Chinese model is highly effective. Since Chinese schools first participated in international educational comparison studies in 2009, the world has been stunned by the quality of Chinese K-12 education. Shanghai 8th graders led the world in Math, Reading, and Science on the 2012 PISA. Their average math score is 40 points higher than that of Singapore, the 2nd best, and their math level is more than three years ahead of that of American 15-year-olds (<http://nces.ed.gov/surveys/pisa/pisa2012/index.asp>).

3). CES provides parents and students with expanded choices. Chapel Hill schools are excellent but many parents cannot afford to buy expensive houses and pay high property taxes. Raleigh Charter is the best but there is a long waiting list. CES has the ambition to mass-produce Raleigh Charters success. More students in the Triangle will have access to high quality education.

4). CES will improve students learning by tapping into two underutilized resources in American education: students spare time and the great books. American students underachievement may be attributed to their minimal learning at home. A Kaiser Family Foundation study shows that American 8-to-18-year-olds spent an average of 7 hours and 38 minutes on entertainment media (e.g., cell phone, music, TV, video games). After analyzing several national surveys, Gill and Schlossman (2003) found that a majority of American students at all grade levels spent less than one hour studying each day. In contrast, Chinese students may spend the most time on learning at home due to the pressure of Chinas rigorous testing. The huge learning gap between the two countries is really caused by the huge learning time gap. We have to find ways to making American students spend more time on learning. We have to minimize the use of grades and use final exams to measure students mastery and motivate them. We do not want students to devote their time solely to school curriculum, and we want them to be lifelong learners of great ideas and great people. Students guided and inspired by great ideas and great people will more likely become leaders who change our society for the better.

5). CES will Increase learning opportunities for all students, with a special emphasis on at-risk or gifted students. The Chinese Model is highly effective in making disadvantaged students perform at high levels. The 2012PISAdata shows that Shanghais 8th graders in the bottom quarter of socioeconomic status performed much better than American 8th graders in the top SES quarter in math (562 vs 532). It essentially means that with the right approach, custodians kids can outperform physicians kids, and students in low-income country can leave students in high-income country in the dust.

American educators often use socioeconomic status as an excuse for students poor performance. The PISA study shows Chinese students overachieve relative to their income per capital while American students underachieve. Money is not a necessary factor for achievement but time is, and so is motivation. Shanghai students math performance is more than two standard deviations above the world average so the Chinese Model basically made almost all the Shanghai students mathematically talented. Talent development and the Great Books Program, two of CES's core programs, are borrowed from gifted education but they will be open to all the students. Such a design is inspired by the success of the Chinese Model: A rising tide lifts all boats.

6). CES encourages the use of different and innovative teaching methods. The Chinese teaching methods cannot be more different from the American ones: - Use textbooks - Let students memorize formulas, theorems, concepts, even poems and essays - Let students do books after books of practice - Lecture in front of students sitting in rows and columns - Use the final exam as the sole measure of mastery All these are despised and discarded by many American educators yet these outdated teaching methods made Shanghai students outperformed American students by a wide margin in math (613 vs 481). In the late 70's, after 30 years of dogma-inflicted poverty and chaos, the Chinese were convinced by a new belief: "Practice is the sole criterion for verifying the truth." They threw away dogmas and create an economic miracle as well as an educational miracle CES is going to duplicate. The PISA data clearly indicate that countries with rigorous testing systems have the best performance but why Americans are unwilling to adopt it? The progressive education dogmas are so powerful that American educators find all types of excuses to defend the current paradigm. John Dewey is the founding father of the progressive education movement but he is also one of the founding fathers of pragmatism. It is time for us to use this side of Dewey to free American schools from dogmas. We do not need to create another fancy teaching method. What American schools need is letting practice be the sole criterion for verifying the truth. If the Chinese method produces far better results, then we need to learn from the Chinese no matter how outdated and im-progressive it is.

References

Gill, B. P., & Schlossman, S. L. (2003). A Nation at Rest: The American Way of Homework. Educational Evaluation and Policy Analysis , 25(3), 319337.
Kaiser Family Foundation (2010) Generation M2: media use in the lives of 8-to-18-year-olds. <http://files.eric.ed.gov/fulltext/ED527859.pdf>

Goals for the Proposed Charter School:

1. *Provide specific and measurable **goals** for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*

1) Student achievement goals In Year 1, at least 70% of the students will score at Level 3 or above on EOG/EOC tests.
In Year 2, at least 75% of the students and 80% of the students who have been at CES for two years will score at Level 3 or above on EOG/EOC tests.
In Year 3, at least 79% of the students and 84% of the students who have been at CES for at least two years will score at Level 3 or above on EOG/EOC tests, and the 11th graders' average ACT score will be 23 or comparable to that of top 5 Wake County high schools.

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In Year 4, at least 83% of the students and 88% of the students who have been at CES for at least two years will score at Level 3 or above on EOG/EOC tests, and the 11th graders' average ACT score will be 25 or comparable to that of Chapel Hill high schools.

In Year 5, at least 86% of the students and 90% of the students who have been at CES for at least two years will score at Level 3 or above on EOG/EOC tests, and the 11th graders' average ACT score will be 27 or comparable to that of Raleigh Charter. Like other NC students, CES students will take ACT Explore in 8th grade and ACT Plan in 10th grade. They will also take PSAT in 9th and 10th grades. Unlike many American educators, we do not despise testing and we know test preparation's effectiveness in improving students' basic skills. Students are encouraged to do test preparation at home so that instructional time can be protected. When CES has more financial resources, we may consider using progress monitoring programs such as MAP, IXL, Achieve 3000 but in CES's early years, we will use students' own practice test results to monitor their progress. All the students in 3rd-11th grades will have to take EOG/EOC/ACT practice tests at least once a month on their own and submit completed and scored tests to their teachers. The school will have its official practice tests one month before the NC test dates. The official practice test results will be communicated to the board in May and the NC assessment results will be reported to the Board in June. These results will also be communicated to the parents and students by email or website.

2) Operations goals

- CES will be able to purchase or lease one or two school buses in Year 3
- CES will have a cafeteria when it has its own facility.
- CES will have energy and water cost 20% lower than average by taking cost cutting measures (e.g., letting teachers and students see the bills, promoting energy saving behaviors).

3) Financial goals

- CES will have balanced budget in Year 1. It will have a budget surplus equivalent to one month's operational cost in each succeeding year.
- CES will build up a reserve fund equivalent to three months' operational cost at the end of Year 5.
- CES will be financially sound and credit worthy to obtain a mortgage to buy or construct a school facility at the end of Year 5.
- CES will have a clean audit.

4) Governance goals

- The Board will develop a five-year strategic plan.
- The Board and the school will create manuals and forms to formalize the school's operation.
- The Board will be more diversified at the end of Year 3 with at least two non-Chinese born board members.
- The school will increase its visibility by having good assessment results and publicizing its model.
- The school will attract talented teachers through increased visibility.
- The Board will use Year 1's assessment results as evidences of effectiveness to apply for starting new charter schools.

2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

We will evaluate the schools progress in attaining its mission in the following ways:

1) Mastery of basic skills. This is the easiest and the most objective to measure because it is what EOG/EOC/ACT measure. The five-year student

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performance goals are listed above.

2) Talent development. This is measured by how well CES students do in academic and other competitions.

3) Great people and great ideas. First, students should be well-read and knowledgeable. They have read some classics and know what books to read next. They have a panoramic view of great people and great ideas. They will not be clueless when others talk about those people or ideas. They just need time to finish their reading goals. Second, they love writing, and writing is a way for them to develop their thinking. Third, they have higher moral development stages because great people and great ideas have accelerated their moral development. Fourth, great people and great books open a big world to the students so they feel they never have enough time. Great books will create autonomous learners naturally. Fifth, great books will improve students reading and writing levels. Sixth, CES students erudition, deep and sophisticated thinking will be shown in their essays, discussions, debates, and initiatives.

4) Autonomous and disciplined learners. Some students become autonomous learners because they pursue excellence. They are in the virtuous circle of practice-improvement-self-efficacy/inner motivation-practice. Some students become autonomous learners because they have endless goals to realize (e.g., read all the bestselling nonfictions of the past ten years). Autonomous learners have their own agendas. After finishing their teachers assignments, they will work on their own.

5) Time use. Students have so many books to read, or skills to hone that they despise aimless people. When every student has endless meaningful pursuits on their agendas, it will be hard for a school not to have good results. All the time wisely spent will grow students knowledge, skills, and ideas.

6) Motivation. CES will adopt Pink's (2011) Mastery-Autonomy-Purpose model of motivation. Mastery puts students in a virtuous circle. Great books give them a purpose. They will be self-starters.

7) Educational reform. We greatly respect charter schools that target disadvantaged students (e.g., KIPP) but CES has a different approach to improving American education. We want to prove best educational practices of top performing countries and top schools can be used in American schools, and we also want to prove high quality schools can be mass-produced by using these practices. Educators tend to say China's system will not work in America because these are two distinctive cultures. China's educational system is also viewed as one-dimensional. If we create a successful school right here, it will stop all these denials and excuses. Our short-term vision for CES is to make it the best school in North Carolina. Currently, Raleigh Charter is the best (open-admission) high school in North Carolina. We want to prove Raleigh Charter should not be an outlier and a new school with similar location can reach its quality in five years. We start with middle grades for two reasons. If we start as a high school, our impact on the students will be limited because their learning habits, motivation, and basic skills have less room to change. If we start as an elementary school, we can shape the students in the ways we want but it will take too long to prove Raleigh Charter's success can be duplicated. After CES joins Raleigh Charter's league, our next targets will be schools in Massachusetts, America's top performing state. Our ultimate vision is making our students' basic skills as good as those of East Asian students and at the same time giving them the freedom to develop their talents and ideas.

Pink, D. H. (2011) Drive: The Surprising Truth About What Motivates Us. New York: Penguin.

Section II: Mission and Purposes Concerns and Additional Questions	Reviewer	Page Reference
<p>What is meant by "best educational practices?" This should be clearly defined. The mission statement is very vague.</p> <p>What school in China are you trying to duplicate?</p> <p>If you adopt their best practices, what will you do to make it innovative and your own?</p> <p>Why are you specifically saying you want to bridge the gap between American and other countries?</p>	Shannon Sellers	Mission Stat
<p>Given the overly broad mission to provide high quality to all students, how can the applicant justify targeting a small subgroup racially?</p>	Nicole Charles	Mission Stat
<p>Mission statement appears "broad" in meaning.</p> <p>The mission is a very ambitious and wide-ranged one. Which other countries besides China.</p>	Hilda Parlér	Mission Stat
<p>What model does China use that the school is trying to replicate?</p> <p>Mission statement is not strong - what is considered best educational practices?</p> <p>If this is a such strong educational practices why do you need to locate where there is a high Asian population?</p>	Jessica Kelly	Mission Stat
<p>Mission is not descriptive or specific enough. How will the school measure whether it is accomplishing this mission and vision given the lack of specificity?</p> <p>What constitutes "best educational practices"?</p>	Stephenie Clark	Mission Stat
<p>First, if we start with Kindergarten, we will be able to shape students work ethics, motivation, and study skills as we want them to be but we have to wait several years to get the results.</p> <p>So will the children...</p>	Hilda Parlér	Educational
<p>Targeting Asian population.</p> <p>Education plan needs more data to back it up.</p>	Jessica Kelly	Educational
<p>Given that the mission is to provide a high quality education to all students, how does the chosen location where a large Asian population is located align with the mission?</p> <p>Will students who are not familiar with the Chinese culture and style of learning be successful at this school?</p> <p>How can the school ensure that students are pursuing academic or "talent development activities" after school hours (I.e. At home, after school programs, weekends, etc)?</p> <p>What will the school do if a majority of students do not perform well on standardized tests, specifically regarding promotion and retention?</p> <p>Mission statement involves helping low socioeconomic status students, but target population seems in pursuit of one particular demographic.</p>	Stephenie Clark	Educational
<p>Although the applicant provided some source material in Appendix 1, can additional materials justifying the claims in the application be provided?</p> <p>How does the target population of largely Asian students comply with the mission and charter law?</p>	Nicole Charles	Educational
<p>Why are you targeting Asian students? If you want to bridge the gap between American students and Chinese students wouldn't you want a large population? Based on your data from Appendix A, other than the data showing the gap, why is there a need for this school? The information provided showed that parents</p>	Shannon Sellers	Educational

<p>weren't interested in the current charter schools, but no evidence to support the need for this school?</p> <p>Based on the information provided, you say you will offer common core and then explain other practices that do not align with the common core. How will you more this into the high school where credits in certain subjects are required for graduation. (ie..Great Mind books in social studies)</p> <p>How will you make standardized test more weighted when NC states that EOC's count 20% and EOG's are not weighted? Only the 3rd grade reading EOG has a set standard for passing/retention?</p>		
<p>Many of the proposed purposes make generalizations about educators in the US and American families, how will the school successfully accomplish these proposed purposes if there is a lack of understanding of American culture and the students/families they will be serving?</p> <p>Applicant purposes are written in a way that seems to target a select demographic of students and families.</p> <p>Describe further the innovations that the Chinese model will bring to education in the US.</p>	Stephenie Clark	Purposes of
<p>Can the applicant provide more details about what the Chinese model actually is?</p> <p>Why is the comparison between Shanghai and all of America rather than China vs. the US?</p> <p>Since the applicant relies heavily of generalizations about American households, how will enrollment strategies be addressed given charter law? Can students from any American household or any family currently living in the target area be successful at CES?</p>	Nicole Charles	Purposes of
<p>You want to mass-produce Raleigh Charters success? Is their education plan similar?</p> <p>Your answers seems as if you are targeting specific students more than others.</p> <p>How will your ensure your staff fully understands the educational practices you desire?</p>	Jessica Kelly	Purposes of
<p>How will you find teachers to serve this school based on number 1 if only a few graduate schools offer training in your educational program?</p> <p>What is the Chinese program you plan to use?</p> <p>In what ways do you plan to mass-produce Raleigh Charter's success? Are you using the same educational plan?</p> <p>In reading number4, NC has a large debate about the required testing for students and in the last few years testing has been decreased, but you plan to focus on final exams. Will this be a hinderance for students and parents attending CES?</p> <p>Again with #4, many middle and high school students are involved in sports, have jobs, and other after school activities, how will your increase in homework and activities not affect enrollment?</p> <p>In number 5 you make mention of increasing learning opportunities with an emphasis on at-risk or gifted? Is this another target population?</p> <p>Has the Shanghai educational practice been used in America? Is there any data to support that this method will be successful in America?</p>	Shannon Sellers	Purposes of
<p>How will the school balance instruction with practice testing once a month?</p> <p>Goals are not written in a SMART format. Many are missing the time bound portion, some are not attainable, and others are not measurable.</p> <p>Academic achievement goals are overly ambitious. They are for a targeted group of students and show a lack of understanding of factors affecting low socioeconomic student achievement.</p> <p>Applicant lacks details on how the governing board will monitor progress of</p>	Stephenie Clark	Goals for th

these goals.		
Goals are overly ambitious. Goal 3 in governing board is not measurable in any way - how will this be measured? Again targeting specific sub group of students.	Jessica Kelly	Goals for th
Are the performance goals overly ambitious given the limited nature of American students asserted in the last section? Can the applicant share how the board will measure the success of the non-academic goals (motivation, time use, educational reform)?	Nicole Charles	Goals for th
Your academic goals are very ambitious. Is it realistic to believe you will have 70% the first year, when many students will come in with a learning gap from previous schools? This educational practice will be quite different from the traditional setting. Would your teachers and students not benefit from assessments prior to the end of the year to help predict how they will score on the EOG/EOC? Waiting until May to take a practice test right before the real test does not allow time to help students grow and teachers know what areas students have difficulty. All of your goals are not measureable in the 2nd section. For example, how will a the board measure motivation, time use?	Shannon Sellers	Goals for th

Reviewer	Score
Deanna Townsend-Smith	
Hilda Parlér	Fail
Jessica Kelly	Fail
Glenn Allen	
Nicole Charles	Fail
Shannon Sellers	Fail
Stephenie Clark	Fail

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

CES taps into two underutilized resources in American education: time and great books. We will adopt the Chinese model in our basic skills instruction. The talent development program will make students well-rounded, and the great books program will give students purposes.

1) The Chinese Model testing, textbook, and practice

- Use rigorous testing (e.g., entrance exams for middle school, high school, and college, final exam as the sole measure of proficiency) to push students to invest more time on learning

- Use textbooks to create a common curriculum and ensure systematic teaching and learning

- Use student ownership of textbooks to create autonomous learners.

- Use large quantity of high quality practice to achieve mastery of skills.

The Chinese model is very effective in basic skills instruction. According to the 2012 PISA study, Shanghai's 15-year-olds performed the best in Math, Reading, and Science among 65 economies. In Math, Shanghai students outperformed Singaporean students, the 2nd best, by 40 points, the equivalent of one year's learning, and they outperformed American students by three years.

2) The Schoolwide Talent Development Program

There is a shift from serving the gifted few to developing talents for all in gifted education in the past 20 years. Researchers on expertise find that talents are not innate and they can be developed through deliberate practice. It is confirmed by the 2012 PISA data. Shanghai's 15-year-olds in the bottom quarter of SES averaged 562 in math, which would make them be identified as mathematically talented in America. The Chinese model is essentially schoolwide talent development in school subjects, and it can even make disadvantaged students perform at very high level. CES builds on the Chinese model's success and extends talent development beyond school subjects. CES will use all types of competitions to identify and recognize talents. America is a place where teenage hobbies could evolve into world class companies. Many people use America's lead in innovation to deny American schools' crisis. CES will integrate the best of the two systems to make itself the envy of both countries.

3) The Great Minds Program

Talented individuals without a purpose will have difficulties putting their talents into use so we add the Great Minds program to develop students' philosophical thinking. We broaden the Great Books program by including current classics, biographies of great people and non-text classics (e.g., art, music). Students inspired by great minds will want to know all the

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great works in the world.

Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

CES's school day runs from 7:30 to 15:10. Its elementary school starts the 1st period at 7:30, 2nd 8:30-9:20, 3rd 9:30-10:20, 4th 10:30-11:20, lunch 11:20-11:50, 5th 11:50-12:40, 6th 12:50-13:40, 7th 13:50-14:40, 8th 14:40-15:10); its middle school starts the 1st period at 7:40, has lunch from 11:50 to 12:20, and has the study hall from 7:30 to 7:40 and 14:40 to 15:10; its high school starts the 1st period at 7:50, has lunch from 12:20 to 12:50, and has the study hall from 7:30 to 7:50. All the three schools start and end at the same time so that carpooling parents and students do not have to wait. The different schedules avoid congestion during lunch and recess. From 15:00 to 15:10, students clean their classrooms and the areas assigned to their classrooms. Students receive instruction 7 periods (50 minutes each) a day, and the 8th period (which is split into halves for the middle and high schools) is a study hall.

CES will have longer and more frequent recess for all students. There is a 10-minute recess between two periods for students to release some energy and recharge. This Chinese practice is beneficial for students health and focus and makes learning efficient. In comparison, in America only elementary school students have recess, and the five minutes between two periods are only for changing classrooms. The 10-minute schoolwide aerobic exercise, which gives students an opportunity to stretch, is another good Chinese practice we want to borrow.

The average class size at CES is 20. We may increase the class size to get more funding so that we can hire more teachers to add more varieties to our course offerings. The average class size in China is 50 so class size is not really correlated with student performance. The desks will be primarily in columns and rows, as how they are arranged in China. This ensures students focus. Some students sitting in pods will have difficulty looking at the board. Other desk arrangements may be used when necessary.

CES emphasizes the importance of school culture. A healthy school culture motivates students to pursue excellence and reduces behavioral problems. One way to build a strong school culture is to cultivate a sense of group honor. American schools sense of group honor comes more from sports than from academics. We will identify comparable targets (e.g., local public schools, other charter schools, best schools in the region or the state) and motivate students to compete with them (e.g., test scores, rankings in academic competitions). There will also be competitions among homerooms (e.g., cleaning, aerobic exercise, chorus).

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and*

budget aligns with the course offerings.

3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

In the 2016-17 academic year, only 45.8% of NC 8th graders were proficient in math and 53.7% in Reading but more than 99% of these students got promoted to high school. This means schools are passing students who are not ready for the next stages of education. By using grades rather than standardized test scores to make passing and promotion decisions, American schools and teachers have lowered the standards. In comparison, standardized test scores are the sole criteria in China's middle school, high school, and college admissions. Nobody can help students pass except for themselves. The grade system violates seven principles of rigorous assessments: objectivity, assessing mastery, assessing at the end, assessing students own products, comprehensiveness, uncertainty, difficulty and complexity. CES will give standardized tests and final exams much more weights so that its students will assume the responsibility of learning. Students getting Level 1 on the EOG test have to repeat that class. Those getting Level 2 on the EOG tests have probationary status. They can take the next class but they have to pass the failed test in order to have the probationary status removed. High school students have to get an ACT composite score of 20 or higher to graduate even if though they have completed the required courses. We have standards but we rarely enforce them. It is time to do so. On the one hand, half of 8th graders are below grade level; on the other hand, American students on average spend 7.6 hours on entertainment media. We have to stop this strange phenomenon. When American students maximize their time on learning rather than do the minimum, the teachers will not have to lie for them any more.

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

CES develops students into high performers, autonomous learners, and critical and creative thinkers.

1) Systematic teaching and learning and large dose of practice are used to develop high performers

a. Teach systematically.

Textbooks are safeguards for systematic teaching. Many American teachers despise textbooks and teach with Powerpoint and handouts. Students tend to throw away handouts sooner or later so they have not formed the habit of reviewing learned skills. The presentation style of teaching (PPT plus handouts) systematically creates gaps in students' knowledge. Most American students have never owned a grammar book, not to say have gone through one. Some topics have never been taught whereas other ones have been repeatedly taught.

b. Achieve mastery through systematic learning and large dose of deliberate practice.

Many American students only do practice items assigned by their teachers. Chinese students have much more homework, and they also try to find problems they have never seen to solve. Chinese students not only are taught systematically but also learn systematically. Both reduce gaps in knowledge.

2) Developing autonomous learners through textbook ownership, knowledge about learning and development, and motivational speeches

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a. Textbook ownership.

Owning textbooks allows students to learn not only systematically but also independently. Many American students, especially low performing students and low SES students, often rely on teachers for new knowledge and have not developed the ability to acquire new knowledge on their own.

b. Knowledge about learning and development.

If a student does not know Ebbinghaus forgetting curve and does not review on time, he will not retain the learned skills. It is important for students to know key psychological principles to become efficient learners. CES students are required to read education and psychology classics to understand learning and development.

c. Developing students motivation

In recent years, psychologists have discovered some non-cognitive factors contributing to high performances: Dweck's "growth mindset", Duckworth's "grit", and Ericsson's "deliberate practice" and "10,000-hour rule." The Chinese have practiced these principles for years. When Chinese students ask their teachers for advice, their teachers often tell them to solve as many problems as possible. Chinese teachers often tell students: "Unused brains will get rusted." "An iron rod can be ground into a needle if enough efforts are made."). American teenagers spend 7.5 hours a day on entertainment media. No good teaching can compensate for this huge waste of time so enabling them to use time wisely should be the top priority for educators. CES teachers will monitor not only poor performance but also poor time use at home.

d. Teaching for talent development

CES teacher always keep students end skills in mind. An art teacher will systematically develop students skills rather than give them some random experiences. After a years learning, students should have intense interests and talents to such a degree that they draw at home and build their portfolios. "Planting in school, growing at home" is our goal. Students will have enough meaningful pursuits at home to squeeze out their time on entertainment media.

3) Socratic method

CES teachers will use the Socratic method to discuss great books.

Increased academic achievement is just one aspect of student outcomes. CES achieves this not only through good teaching (e.g., systematic teaching), but also developing students into autonomous learners and eventually critical and creative thinkers. Time (at home) and great books are underutilized resources in American education. The effective use of students time at home makes Shanghai's low SES students outperformed America's high SES students. On top of this, CES adds the great books program to make students complex thinkers.

5. *Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*

In the 2016-17 academic year, only 45.8% of NC 8th graders were proficient in math and 53.7% in Reading, and there is a pattern of decreasing rate of grade level proficiency from 3rd to 8th grades (63.6% in 3rd grade, 58.6% in 4th grade, 60.3% in 5th grade, 53.1% in 6th grade, and 49.8% in 7th grade in math). In the same year, NC high school graduation rate was 86.5%. Apparently, NC schools are passing students who are not ready for the next stages of education. How can you retain half of the students? This is why standardized test scores have not been used to make promotion decisions in American schools. Not using standardized test scores in promotion decisions

is also the very reason why American students did poorly on PISA studies. We have standards but we are not enforcing them. It is no wonder we get poor products. If we enforce these standards and put the burden of learning on the students as the Chinese have done, we will see a dramatic increase in American students performances. The BASIS schools in Arizona, often rated as the best charter schools in America, make raising educational standards their mission and promote acceleration, and their students outperformed Shanghai students in the 2012 PISA study. American students can be the best in the world if we are strict with them. By being lenient on its students, Americas deep rooted progressive education tradition is hurting them. Most American students' academic deficiencies are institution-induced rather than innate. The grade system is a major culprit. First, it fails to motivate students to spend more time on learning. Being happy with passing grades, many students are only willing to do the minimum. In comparison, Chinese students maximize their time on learning to increase their test scores. Second, grades are inflated and are padded with homework, attendance, attitude, skills in other subjects (e.g., artistic students always have an advantage in doing projects) and parents' help so they are no longer about what students can do. In China, only final exam scores count so students try to find all types of challenging problems to prepare for the exams. They perform the best in the world because China's assessment is the most rigorous. There are huge discrepancies between American students' grades and their EOG/EOC scores because grades tell lies. These institutionalized lies have to be stopped so that students have a realistic view of what they can do. Third, the grade system makes students forget the real purpose of learning. Many students only do work that will be graded. They forget their real purpose is to master the skills. If they have not mastered a skill, they need to find practice work on do though they cannot trade it for credit. To improve students proficiency rates, we have to shift our assessment from grades to test scores.

6. If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?

CES will meet Future-Ready Core requirements by requiring students to complete four credits each in English, Math, and Social Studies, three credits in Science, two credits in a world language, and one credit in Physical Education. In addition to the 18 mandatory credits, students also need at least four electives for graduation. These are North Carolinas minimum graduation standard. Our strictness is not in course requirement but in standardized tests. Students have to get a ACT composite score of 20 or higher to graduate. We prepare our students to go to college so most of them will take challenging courses anyway.

A credit is earned by having a passing grade at the end of a course. A credit can also be earned by passing a demonstrated mastery test, and by earning a credit this way students do not have to sit in the class for certain number of hours.

Grade point averages will be calculated this way: A = 90-100 = 4 points; B = 80-89 = 3 pts; C = 70-79 = 2 pts; D = 60-69 = 1 pt; F < 60, F = 0 pt.

The 4.5 scale will apply to honor courses, and the 5 scale will apply to AP courses.

Transcripts will include a list of all courses attempted, the grades earned, and the points earned. Both weighted and unweighted GPAs will be listed. All scores from state tests will be included.

7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The research on deliberate practice has shown the correlation between practice time and the development of expertise. The Chinese students high performance also confirms this finding. One of salient characteristics of Chinese schools is long school hours in 8th grade and 12th grade. Students often stay in school from 8 am to 9 pm in these years before the high school and college entrance exams. Schools with extended school hours such as KIPP schools have helped disadvantaged students make significant gains. With knowledge of all these, we still decide to use a traditional school calendar. The "Chinese model" is already a cultural shock for many Americans. We do not want to use long school days to scare them away. Because teachers have to be paid for staying longer in school, most schools are unable to adopt KIPP schools practice. If we have similar school hours like other schools do, our model will more likely be replicated. We want to prove if we can use the school time wisely and also motivate students to learn at home, we can still significantly increase students' performance. Because this calendar is for two years later, we are unable to put the dates of competitions on it. We did put the Olympics Field Day on it. Sports are just a small portion of this competition event. Any student can propose a match idea (e.g. mental calculation, imitation, recitation, typing), and each student may find an opportunity to shine. We use events like this to help students find their strengths and interests. The encouragement will motivate them to develop their talents further. Their meaningful talent development activities will replace their entertainment media use. Their talent development processes also make them understand how expertise is developed in other areas. A student good at playing a musical instrument but weak in math knows what it takes to improve his math skills.

Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

In the 2016-17 academic year, only 45.8% of NC 8th graders were proficient in math and 53.7% in Reading. When half of the students are below grade level in basic skills, it indicates the prevailing educational philosophy and practices are not working. It is imperative that we keep our minds open and see how top performing countries prevent massive student underachievement. The 2012 PISA study shows that Shanghais low SES students outperformed Americas high SES students by 30 points in math, and they outperformed average American students by 81 point, the equivalent of two years of schooling. Low SES students are not doomed. If they get the right education and intervention, they can be highly proficient. CES will adopt the following best practices of China in its intervention and prevention:
1) Students have to have meaningful pursuits at home.

On average, American students spend one hour on homework and 7.5 hours on entertainment media each day. In comparison, Shanghai students spent 14 hours a week on homework. High SES students have a busy learning schedule at home (Lareau, 2003). Low SES students are left behind mostly because of their inadequate learning at home. CES will keep students busy at home. It may not be in the form of homework. CESs talent development focus and great

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books program will make students make productive use of time at home. Great minds will compensate for low SES students lack of parental guidance.

2) We make students accountable for their learning

Currently, the accountability model only makes schools and teachers but not students accountable. American students get no consequences for getting 1 or 2 on the EOG tests so they have no incentive to self-remediate. Standardized test scores are the sole criterion in determining which school or college Chinese students will go to so they have the incentive to perfect their skills. By giving standardized tests more weights in the passing and promotion decisions, CES will remove students safety nets and make them assume the responsibility of learning.

3) We will let students own textbooks and practice books to help them grow into autonomous learners.

Chinese students own textbooks and companion books so they can self-remediate. Many American teachers use handouts which are often discarded at the end of the semester or the unit. Many students, especially low performing students, rely on their teachers for new knowledge and review and do not have the habit of self-remediation.

The above prevention measures tap into the underutilized resources in American education: students afterschool time, motivation, and books. These will reduce below-grade-level students to 10% of less. CES will adopt the following invention strategies:

1) The teacher will address key concepts and difficult concepts

2) The students will be given all the variations of a problem. Students mistakes often come from misconceptions and confusions. By carefully comparing these variations, students sophistication in problem solving improves.

3) Backward then forward. Students getting 30% right on the grade level test will be given below grade level tests until he can show mastery (80%). The teacher tutors him in his weakness areas. After he demonstrates mastery, he will be tutored in a higher grade level in his weakness areas. This process will repeat until he is on grade level.

4) CES will provide at-risk students with afterschool tutoring, volunteer tutors, and peer tutors.

5) At the beginning of the semester, teachers will nominate at-risk students in their classes at the staff meetings. Students get the most nominations will be referred to the EC teachers.

Lareau, A. (2003). Unequal childhoods: Class, race and family life. Berkeley and Los Angeles, California: University of California Press.

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

a) *Methods for identifying ELL students.*

b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*

c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

1) Identification

CES will follow the state policies for English Language Learners (ELL). All parents will complete a home language survey. Students whose primary home language will be screened with the World Class Instructional Design and Assessment (WIDA) Assessing Comprehension and Communication in English

State-to-State Placement Test (ACCESS). If students are identified as Limited English Proficient, they will be given classroom and testing accommodations/modifications and receive ELL services. Students can also be referred to the Child Study Team.

2) Instructional programs, practices, and strategies

If CES has 15 or more ELL students, a full-time ESL teacher will be hired, and if it has 14 or fewer ELL students or less, a part time ESL teacher will be hired. The ELL teacher will monitor student progress and make sure ELL students can access general education curriculum. The ELL teacher will provide training to general education teachers on how to support ELL students. Here are some strategies regular education teachers can use: talking slowly, using contextual clues, relating instruction to students' experiences, pairing ELL students with students with bilingual fluency, modifying the language of texts or tasks, using demonstrations and visuals. CES will recruit teachers with bilingual fluency, and these teachers will help ELL students and their parents to communicate to staff members. ELL students will have individual plans which include assessment information and accommodations. Parent volunteers or college student volunteers who speak these ELL students' primary language will be enlisted to help them in school.

3) Monitoring and Evaluation

ELL students will take the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) test each year. It will be used to assess their English language proficiency and progress in listening, speaking, reading, writing, and comprehension. ELL students exited from the program will be monitored for a minimum of 6 months. Support will be provided if they begin to have difficulty.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*

- a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
- b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

1) Identification

Talent development and the Great Books program, two of CES's programs, are borrowed from gifted education but will be open to all the students. Such a design is inspired by the Chinese Model. The 2012 PISA data shows that Shanghai's 8th graders in the bottom quarter of socioeconomic status performed much better than American 8th graders in the top SES quarter in math (562 vs 532). The Chinese Model basically can make almost all the students in a metropolis mathematically talented. The schoolwide talent development design also reflects the current trend in gifted education. Students with high IQs are entitled to gifted education under the old paradigm. Under the new paradigm, talents are not considered innate; they can be developed. This view is also supported by theories on growth mindset, grit, and deliberate practice. Services drive identification. Since we provide gifted education for all, we do not feel the need for identification. However, parents are encouraged to provide psychological reports and other information to the school.

2) Programs and Strategies

- Acceleration. There are huge performance gaps between NC students and top performing states and countries. Keeping this in mind, CES encourages students skip grades by passing those grades tests.

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- Competitions. Students will participate in school, regional, state, and national academic and other competitions. Students will have ample opportunities to shine. These competitions will also provide ample goals for students to achieve. Students will be able to use their spare time meaningfully to hone their skills to achieve these goals.

- Advanced Placement courses.

- Results-driven planning. Teachers will have year end products and skills in mind when planning the whole year's lessons. This will avoid having random activities that do not build up abilities.

- Clubs. Students will explore their interests in the after-school clubs.

- Olympic Game. CES will have a two-day year end Olympic Game to demonstrate and celebrate students talents. It will include competitions in sports, arts, music, academics, and other areas. Special categories will be identified for students who are not strong in traditional talent areas so that each student has the opportunity to shine. Winning classes and individuals will be recognized.

- Talent Development Plan. Each student will have a Profile of Strengths and Interests and a Talent Development Plan (TDP). The TDP states the students current levels and sets goals for the year.

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

1) There are several ways CES will know if a student has an IEP or a 504 plan. First, the EC teachers can check the CECAS to see if the student is in the state's EC database. Second, the student's former school may send his or her EC record to our school. Third, some parents tell the school that their children have IEP or 504 plans.

2) The Identification Process

a. Referral.

If teachers or parents suspect that a student have a disability, they can refer him to the EC teacher. The EC teacher will arrange an EC referral meeting and start to collect data and do interventions. Regular education teachers will complete a referral form to share their observations about the student's strengths and weaknesses. The EC teacher will observe the student

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in at least two different settings. The parents will complete a social and developmental history survey. They will also provide the EC teacher with any medical or psychological evaluation report done previously. The EC teacher will collect data from the student's cumulative file (e.g., EOG test scores, grades, attendance).

b. Referral meeting

The EC teacher will share a summary of data at the referral meeting. The team will decide whether to have the student evaluated by a psychologist. If the decision is yes, the parents will sign a consent form giving permission to have their child evaluated.

c. Psychological or medical evaluation

The student's vision and hearing will be checked. An intelligence test and an achievement test will be given to the student if he is suspected of having a learning disability. For ADHD and autism identification, parents and teachers will complete checklists provided by the psychologists or doctors. The school will pay the school psychologist to do the testing. Parents can choose to have their child evaluated by physicians or psychologists at their own expense.

d. Eligibility meeting

After the student has been evaluated, the parents will get a copy of the evaluation before the eligibility meeting, and the EC teacher will schedule an eligibility meeting and prepare the eligibility determination paperwork. At the meeting, the team, which includes the LEA representative, a regular education teacher, the EC teacher, and the parents, will determine whether the student is eligible for EC services. If the student is eligible, the team will develop an IEP. The eligibility determination process should be completed within 90 days after receiving the written referral.

3) Managing EC records and 504 Accommodation plans

CES has a lean organizational structure. Staff members often assume multiple responsibilities. The EC teachers will manage the records of students with disabilities and 504 Accommodation plans.

a. Requesting records from previous schools

An EC record will include four sub-folders: the initial referral and evaluation, the testing reports, the reevaluations, and the current and old IEPs. At the beginning of each semester, the EC teachers will use the DPI's checklist to check new students' EC records for its completeness. They will request missing documents from the students' previous schools by fax. If the requested missing documents are still not sent after three attempts, the EC teacher will seek the DPI EC consultants help.

b. Record confidentiality

The EC records will be locked in the file cabinet. Any teacher who wants to read a file needs to sign the sign-out and sign-in form. Discarded EC documents will be shredded.

c. Record compliance

The EC teachers will create a spreadsheet of key information (e.g., IEP expiration date, reevaluation due date, types of disabilities, accommodations, service time) and plan EC meetings well before the due dates. They will send written notices to the parents to arrange a meeting at least 10 days before the IEP due date and 30 days before the reevaluation due date. They will get training on the DPI's EC auditing.

The 504 plans completeness, confidentiality and currency will be maintained similarly.

Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

1). CES will offer EC students a full continuum of services such as inclusion, resources, pull-out, and consultation services to EC students, and if needed, self-contained classroom and service for hospital-bound students. EC teachers will coteach with regular education teachers in classes with large concentration of EC students to ensure they receive appropriate differentiated instruction. The EC Coordinator will also serve as the 504 Plan Coordinator. EC teachers will develop 504 plans for EC students who need accommodations. Before the new semester, the EC teacher will compile a spreadsheet listing EC students' service areas and time. The administration will make sure these students' class schedule meet these requirements. This information will also be used to determine EC teachers' class schedules.

2). At the beginning of each semester, EC teachers will give regular education teachers IEP snapshots and summaries of the EC students in their classes. The summary includes goals, classroom accommodations, testing accommodations, and service areas and time. This ensures the EC students will receive the classroom and testing accommodations they need. EC teachers will be in some core subject inclusion classes to support the regular education teachers.

We will use a "floating inclusion" model to double, even triple EC teachers coverage. Instead of staying in an inclusion class for the whole period, the EC inclusion teacher will split her time among two or three classes. She will go to a math class when students are doing guided practice or independent work. This model will maximize EC teachers impact.

3) EC teachers will write a quarterly progress report for each EC student every nine weeks and send it to the parents. The report will describe students progress towards their IEP goals. The EC teachers will use standardized tests and practice tests to monitor EC students' progress. They will also seek regular education teachers' comments on EC students' strengths, weaknesses and progress. They will maintain a data notebook and gather students work samples, tests in subject areas, history of standardized test scores, and other information to give interested teachers a panoramic view of the student.

4) For students who need related services, CES will contract certified professionals to provide speech, occupational therapy, physical therapy, and other services.

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be*

communicated to parents and students.

4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

1) CES has two sets of performance standards: the NC standards and the international standards. The former is used for promotion while the latter is used to compare CES students with students in top performing states and countries. Currently, public school students get no consequences for being below grade level on the EOG tests. They have some indirect consequences for performing below grade level on the EOC tests. If they fail their Math 1, English II, or Biology classes, they have to retake these classes. Students with enough "cushion" can still fail the EOC tests but pass these courses. Lack of consequences creates a moral hazard: Students well below grade levels do not work hard on self-remediation but get promoted year after year. This is the very reason behind American students' mediocre performances on international educational comparisons. China's students performed the best on the PISA because standardized tests are the sole criteria for measuring student performance since the first grade.

The NC standards are often considered less challenging by people from some states. Keeping this in mind, we encourage able students to skip grade level courses by passing grade level tests. North Carolina does not have high school exit exams so CES will use the ACT as a high school exit exam. CES seniors should have a composite ACT score of 20 or above or the equivalent on the SAT to get their high school diploma. CES students may earn high school credit for some courses without spending time taking the course in the classroom. Under this Credit by Demonstrated Mastery (CDM) option, qualified students may "test out" a course if they have already mastered the content.

2) CES uses additional assessments to encourage mastery and acceleration. Each student has basic skills goals. An 8th grader who got 50% right on the 7th grade math EOG test may have a goal of getting 70% right on the 7th grade EOG test. He will review 7th grade math and complete at least one 7th grade EOG practice test every week at home until he scores 85% or above on a 7th grade test. If 7th grade math is difficult for him, he will review 6th grade math. All CES students are required to do self-remediation like this. Teachers will recommend resources (e.g., textbooks, test preparation books) to parents and students. CES encourages students to take nationally-normed tests (e.g., PSAT, SAT, ACT Plan) so that we know our students' state and national ranking.

3) CES will use objective measures such as standardized tests rather than grades, which are often subjective, to promote students. Students in 3rd to 8th grades need to perform at Level 3 or above on the EOG tests to be promoted. Students performing on Level 1 on the EOG tests will be retained. Students performing on Level 2 will be placed on probation while sitting in the next grade level classes. They have to pass equivalent state tests to have their probationary status removed. In grade levels without EOG tests, other standardized tests (e.g., ITBS) will be used.

There is a huge gap between American schools' graduation/promotion rates and students' state assessment passing rates. Many students know they will be promoted/graduated anyway so they have little incentive to spend time on learning. We have to break students' "iron bowls" so that they are motivated

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to practice and perform. East Asian students have the best performance because their tests matter. CES will use test scores rather than grades to make promotion/retention decisions. Other factors (e.g., grades, teacher observations) may be considered when students are close to passing the state tests. CES students scoring Level 1 on the EOG/EOC tests will be retained. Students scoring Level 2 will be promoted conditionally. Juniors with a composite ACT score below 17 will be retained conditionally. Students on probation will take equivalent tests again before the end of September. If they pass the tests, their probationary status will be removed; if they pass the tests, their probationary status will be removed; if they fail the tests, they will be retained. Students on probation will have the whole summer to do remediation. This promotion policy also applies to students with special needs but non-test factors may have bigger weights in making promotion decisions regarding them. The promotion criteria will be communicated to parents and students on the school website and in the student handbook. They should know about these criteria before choosing to attend the school.

4) Eighth graders need to score on Level 3 or above on the EOG tests to graduate from middle school. They can get promoted by passing the test they have failed. Senior need to earn enough credits and have a composite ACT score of 20 or above to get their high school diploma. They can take the ACT test until they have a passing score to get their diploma. "At-risk" students will take remediation classes or receive tutoring so that they can pass the required tests. At-risk students who have difficulty passing the required tests will be evaluated on a case-by-case basis and factors such as growth, grades, teacher observations will be used to determine whether a waiver can be granted.

Student Conduct:

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

Student conduct

1) We believe in the importance of intrinsic motivation in students' discipline. Rewards are heavily used in American schools. Teachers often use tokens, food, candies, stickers, and other tangible rewards to encourage desired behaviors. Research has shown extrinsic motivation negatively affects students' performances (Pink, 2011). Students' addiction to rewards often means teachers in higher grade levels have to rely on students' extrinsic motivation to get things done. The salience of reward and punishment in American schools may be attributed to America's strong

tradition in behavioralist psychology. Teachers in China's schools rarely give tangible rewards. Students' good test scores do get announced in class and good work samples are displayed on the wall. Schools in China use honors to promote good behaviors. There are constant competitions among classes in academics (e.g., tests scores, academic competitions), activities (e.g., chorus, group aerobic exercise, parade), services (e.g., classroom cleaning) and behaviors. American schools have similar competitions among classes (e.g., food drive for the food bank) but the frequencies and the varieties are far fewer. The group honor system is very effective. China's schools have far fewer behavior problems. Classroom management is far less a concern for teachers in China. We will adopt the group honor system to promote students' self discipline. Our school's emphasis on the great books will also contribute to students' self-discipline. Cultivating students' philosophical thinking through great books will accelerate students' moral development. Students in higher moral development stages will have fewer behavioral problems.

2) These offenses may result in suspension of students:

- Violence
- Hate violence or speech
- Sexual harassment
 - Selling or using drugs, alcohol or tobacco
 - Bullying - Using profanity at a staff or faculty member
- Noncompliance with a staff or faculty member
- Disrupting the class repeatedly
- Skipping a class without permission

These offenses may result in expulsion of students:

- Possessing a gun or other deadly weapon on school grounds or at a school activity.
- Making a bomb threat
- Using a deadly weapon to commit a crime off school grounds.
- Selling illegal drugs at school or outside school.

3) When a decision needs to be made about an EC student, a manifest determination meeting will be conducted. The IEP team will determine whether the student's offence is a result of his disability. If the answer is yes, then he will not be disciplined but steps such as developing a behavioral intervention plan will be taken to help him reduce behavioral problems. If the answer is no, then he will be disciplined as an ordinary student will.

4) Due Process Rules for School Discipline: The more severe the disciplinary action is, the more formal the due process requirements are. The administrator (s) must have a conference with the student to explain what rules have been violated, what evidence supports the allegations, and what punishment he will get. The student will have the opportunity to give his explanation. The parent will be notified of the reason and duration of the suspension, and the right to appeal. If the student or parent disagrees with the suspension, they can have a meeting with the administrators to resolve the grievance. If the grievance is not resolved, a written appeal may be made to the school board at the next regular board meeting.

Pink, D. H. (2011) Drive: The Surprising Truth About What Motivates Us. New York: Penguin.

Section III: Education Plan Concerns and Additional Questions

<p>How will the school reshape the mindset of students around investment into passing rigorous tests?</p> <p>How will textbooks be used to meet the needs of the low socioeconomic students?</p> <p>What additional evidence can be provided that this instructional methodology differs from what American schools are currently doing and will have an impact on students here in North Carolina?</p>	Stephenie Clark	Instructiona
<p>What will the entrance exams be used for? Will this impact a student getting in to the school?</p> <p>One final exam is going to be the sole measure of proficiency? Is this realistic?</p>	Jessica Kelly	Instructiona
<p>How does testing push students to invest more time? IS the assumption that all students are motivated by competition and rigorous testing?</p> <p>Although the focus on books is a great start, what are the pieces of the remaining instructional program especially in math and science which the applicant indicates are strengths under the Chinese model?</p>	Nicole Charles	Instructiona
<p>Are you planning to use testing to motivate students?</p> <p>What type of entrance exam are you planning to use and will this help determine acceptance?</p> <p>Where is the focus on math and science. The focus on literacy seems to be there.</p> <p>What evidence is there that more testing and the push for higher test scores are going to improve student performance?</p> <p>How will you teachers not teach to a test when test are being pushed so heavily on students.</p>	Shannon Sellers	Instructiona
<p>How will the school use other methods to determine if a student is mastering content beyond one final state assessment at the end of the school year?</p> <p>How will the school account for students who have anxieties around testing? Will those students have an opportunity to show mastery through another strength of theirs to be promoted?</p> <p>How will teachers monitor the use of time by students at home?</p>	Stephenie Clark	Curriculum a
<p>Requiring a score of 20 on an ACT for a high school student to graduate is not realistic. Basing all promotions on standardized tests is concerning.</p>	Jessica Kelly	Curriculum a
<p>**Great books are for summer reading.</p> <p>What characteristics determine whether a book is "great"?</p> <p>**Textbook ownership.</p> <p>Owning textbooks allows students to learn not only systematically but also independently.</p> <p>Who pays for the textbooks?</p>	Hilda Parlér	Curriculum a
<p>Given the 6th grade start in year one, can the applicant provide more details on the middle school curriculum?</p> <p>How does the school prepare students to do well on the EOG in the first year? Is the expectation that all students arrive prepared despite what is outlined in the mission?</p> <p>In addition to the comparative data provided in the graduation requirement section, can the applicant clarify how CES specifically will address the issues addressed in the narrative, especially for students not accustomed to the test driven nature of schooling?</p>	Nicole Charles	Curriculum a
<p>Promotion and retention will be based on EOG scores solely? How will this affect a student with a disability? How about unidentified students that have test anxiety?</p> <p>What test will you use to retest, so that a student can come off of probation? NC only has retest under the Read to Achieve Law?</p> <p>How will this work in high school when EOC's count 20% of the final grade?</p> <p>Is a 20 realistic for the ACT to determine graduation. How many times will students be</p>	Shannon Sellers	Curriculum a

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<p>allowed to take the ACT? Who will cover the cost if a student has to continuously take the ACT again for a 20?</p> <p>How will you measure mastery of skill if only a test is used at the end of the year? Will teachers grade assignments?</p> <p>What standardized test will be used for classes in which the state does not have a test?</p>		
<p>How will you determine students that are at risk?</p> <p>What types of intervention will be used to help students to be successful? (Providing text books is not an intervention.)</p> <p>How will you work identify students prior to the final exam/EOG that are at-risk?</p> <p>Where do students with disabilities fall into intervention? What will you do for students who cannot stay after school?</p> <p>High performing students can skip grades and classes? Has there been research to show this is effective and doesn't cause issues in social skills development?</p>	Shannon Sellers	Special Prog
<p>Does the applicant fully understand at-risk students?</p> <p>Can the applicant justify not hiring ELL teachers for 14 students given the suggested class size? Is relying on volunteers educationally sound?</p> <p>Can the applicant retain additional information on requirements around special programming?</p>	Nicole Charles	Special Prog
<p>Penalizing a student for getting a 1 or 2 on a test does not seem right. Do you have data to back up these decisions? Does this include your EC population?</p>	Jessica Kelly	Special Prog
<p>What is the support plan? It mentions nominations to the EC Teacher. What does this mean?</p>	Glenn Allen	Special Prog
<p>What support is provided to students who are identified as at-risk? Applicant outlines desired actions of students, but does not provide what systems and services the school will have in place to support the students in need of additional resources.</p> <p>AIG program support seems to encompass a myriad of extracurricular activities. What additional classroom support or in school services will be provided to those students?</p>	Stephenie Clark	Special Prog
<p>To be seeking a charter for an American school, the applicants come across as very critical and degrading of the system in which it wants its school to be a part. Why not start a "private" school?</p> <p>**At the beginning of the semester, teachers will nominate at-risk students in their classes at the staff meetings. Students get the most nominations will be referred to the EC teachers.</p> <p>"Nominate" to be referred to EC teachers?</p>	Hilda Parlér	Special Prog
<p>Is the applicant familiar with the child find requirement?</p> <p>Can the applicant explain the link between proposed testing (hearing, vision, intelligence, achievement) and possible learning style differences?</p> <p>Given the completely different cultural and philosophical differences between CES and US public schools, can the applicant add pd around record keeping for EC students and evaluation criteria to its requirements for staff and the board?</p>	Nicole Charles	Exceptional
<p>What system will the school have in place to begin teacher identification of students who may require an IEP or 504 plan?</p>	Stephenie Clark	Exceptional
<p>Parents should provide a copy of an IEP, just saying their child has one does not provide adequate information. Will you ask for records from the previous school or just assume paperwork will be sent?</p> <p>The person responsible for exceptional children and IEP's should not be the same person for 504's. This is two different plans.</p> <p>Does the applicant understand the difference between 504 and</p>	Shannon Sellers	Exceptional
<p>How will EC students be measured on performance if the school bases the promotion or retention of students on their EOG/EOC performance?</p>	Stephenie Clark	Exceptional
<p>The EC teacher and the 504 coordinator should not be the same person.</p> <p>Clear understanding of EC programming is not evident.</p>	Jessica Kelly	Exceptional
<p>There may be a disconnect. EC Teachers would not develop 504 plans for students that have an IEP. Accommodations and modifications would be included in the IEP? How</p>	Glenn Allen	Exceptional

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are EC Services aligned with the Curriculum of the school? You state you will offer the full continuum or service but the methodology is unclear.		
EC students do not have an IEP and a 504 plan. Service times are specifically spelled out, and some students will require service the entire block, how will you handle this based on splitting time with the inclusion teacher? It is unclear how FAPE and full continuum of services will be offered. How will the IEP be considered in promotion and retention?	Shannon Sellers	Exceptional
How will students learn if they self-remediate themselves with little to no assistance from teachers? What other assessments will be used to drive instruction? Where will test for those that score a level 2 come from to get off of probation? How do you know the emphasis on testing will improve student performance? How will you keep students that do not do well on test from returning to their home school? You state you will use test rather than grades in one place, but later say grades will be looked at if a student continues to have difficulty passing a test.	Shannon Sellers	Student Perf
The NC standards are often considered less challenging by people from some states. Keeping this in mind, we encourage able students to skip grade level courses by passing grade level tests. North Carolina does not have high school exit exams so CES will use the ACT as a high school exit exam. Interesting!	Hilda Parlér	Student Perf
IS using the ACT score as a graduation requirement feasible and reasonable? What in the curriculum will drive a student's "self-remediation?" What timelines are associated with the level of rigor proposed? According to this model, a student could be helped back for several years? Can the applicant how CES's curriculum and instructional method as well as exceptional student policies are designed to address these issues?	Nicole Charles	Student Perf
So a student can skip several grades as long as they can pass the EOC and ACT requirements? Does that show true proficiency and understanding?	Jessica Kelly	Student Perf
Does the school take into account the social and emotional proficiencies of a student prior to allowing them to skip grades based on passing an appropriate state test? Applicant does not address how the standards for promoting students will apply to EC students as well as students deemed at-risk. How will assessment data throughout the course of the school year drive instruction and improve curriculum over time?	Stephenie Clark	Student Perf
Is suspension the only form of discipline? How will you ensure due process for students?	Shannon Sellers	Student Cond
I would encourage the school to review policies governing students with disabilities as it relates to discipline students with disabilities. What is your rules regarding a change of placement or 10 days of suspension?	Glenn Allen	Student Cond
Understanding of discipline processes with EC students are not clear. Is suspension the only discipline that will be used? How long is the grievance process? How will the gap be closed between the US model and this proposed model to families? Will there be educational sessions prior to parents applying to give clear picture of the educational expectations?	Jessica Kelly	Student Cond
Is suspension the only form of discipline appropriate for the listed offenses? How is CES prepared to overcome the cultural differences between China and the US (and potentially other countries give the diverse nature of the target LEA)?	Nicole Charles	Student Cond
What are the general school rules for student conduct and how will they fit into the intrinsic motivation that students are expected to develop? Applicant does not discuss how student conduct and expectations will be disseminated	Stephenie Clark	Student Cond

and governed.		
Applicant does not provide any examples of expectations, thus does not address how this approach will lead to a safe and orderly learning environment.		

Reviewer	Score
Shannon Sellers	Fail
Nicole Charles	Fail
Glenn Allen	
Jessica Kelly	Fail
Hilda Parlér	Fail
Deanna Townsend-Smith	
Stephenie Clark	Fail

IV. GOVERNANCE and CAPACITY
(No more than ten total pages in this section)

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Name of Private Nonprofit: Carolina Experimental School

Mailing Address:

City/State/Zip: Cary NC 27519

Street Address: 4112 Collamer Dr

Phone: 919-930-9125

Fax:

Name of registered agent and address: Wenyu Bai, 4112 Collamer Dr, Cary, NC 27519

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix D)
☒ No

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Governance and Organizational Structure of Private Non-Profit Organization:

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the initial members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?
Fangpin g Zhao	Member	ORANGE	Biotechnol ogy		

Bo Shao Wallace	Vice Chair	ORANGE	Cooperate Finance		
Yuling Wang	Treasu rer	WAKE	Education		
Yiyi Jiang	Secret ary	WAKE	Teacher		
Wenyu Bai	Chair	WAKE	Teacher		

Please provide the following in this location of the APPLICATION:

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

The school board is the governing body of the school, and the Director reports to the board. The Boards major functions are planning, policy making, hiring the Director, monitoring, and advising, The Boards primary duties are:

- Hire, support and evaluate the Director - Determine the compensation for the Director and the pay scale of the school
 - Approve personnel decisions
 - Work with the administration to develop short- and long-term strategic plans for school growth, success, and sustainability
 - Support the Director in carrying out the school's mission
 - Develop and abide by the schools bylaws - Develop or approve the schools policies
 - Approve major financial decisions (i.e., school facility, expensive equipment)
 - Monitor the schools financial health
 - Monitor the schools compliance with laws and policies
 - Advocate for the school - Be well informed about relevant Charter School Laws and NCDPI policies and comply with these laws and policies
 - Comply with NC Open Board Meeting Laws (NC Statutes: Chapter 143, Article 33C; G.S., 143:318)
 - Avoid conflicts of interest and put the schools welfare before personal benefit
- Roles of board members include: Board Chair, Vice Chair, Secretary, and Treasurer. Additionally, board members will participate in subcommittees such as Budget and Audit, Facilities, Development, and Community Engagement. Educational reform is a major mission for Carolina Experimental School, and CES learns from top performing countries so the Director has to be reform-minded with a global vision. CES is experimental in nature so it is likely that teachers only know about some of CESS curriculum, programming, instructional approaches. Staff development is critical for the success of CES. The Director has to have deep understanding of what makes top performing countries successful and what makes American students underachieve, how talents are developed, what great books are inspiring for teenagers, how to cultivate autonomous learners. Educators from China, educators in gifted education, educators from other educational reform movements (e.g., E. D. Hirschs Core Knowledge, the Great Books, classic education) have expertise in some of CESS programming so these reforming groups are recruiting sources for us. Positions will also be posted on educator recruiting sites. Candidates will submit writing samples as analytical skills and originality are critical for this reformer position. A search committee comprised of board members, administrators, and teachers

will screen resumes and recommend three or four candidates for on-site interviews. Candidates invited to the school will meet with board members, administrators, and teachers, and there will also be a presentation and a Q & A session open to all the stakeholders (e.g., parents, students, faculty). Stakeholders will evaluate the candidates through a survey. The search committee will recommend a candidate for hire with the input from stakeholders. The Board will review the Directors performance twice a year: one in December and another in June. The Director will be evaluated by measures such as student testing performance, school ranking, students achievements in competitions, students motivation, and school culture.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

The Board will have a no less than five and no more than nine members. Currently, there are five board members: one cooperate finance analyst, one scientist, and three K-12 educators. All the five members have doctoral or terminal degrees (e.g., MBA, M.D.). Board members should have diverse experiences and areas of expertise. Current board members have expertise in educational planning, educational leadership, educational policy, curriculum and instruction, gifted education, special education, philosophy of education, math education, reading education, foreign language education, early childhood education, financial forecast, management accounting, income tax preparation, biotechnology, and clinical medicine. The Board has the following powers and duties have:

- Selecting, supervising, and evaluating the Director and holding him or her accountable for achievement of the School's mission and goals
- Approving personnel decisions - Developing and approving school policies
- Approving and monitoring a balanced budget
- Reviewing financial statements monthly
- Contracting an auditor for the annual financial audit

The current board members all were born in China and had their K-12 and college education there. Since CES intends to adopt Chinas best educational practice in teaching basic skills, this board composition will ensure the fidelity of the learning process. It will help the school maintain a clear vision and a strong leadership. The board members expertise in education, finance, and accounting will ensure that the school has effective educational programming and instruction and maintains financial stability. The board members have the expertise to evaluate the school Director in the areas of budgeting, finance, planning, student performance, curriculum and instruction. Two or more board members can be added to achieve more diversity and representation when needs arise. Four board members are parents, and two of them will have school age children when the school starts. Having parents on the board will make it convenient for parents to express their concerns and wishes.

3. *Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?*

Since CES intends to adopt China's best educational practices, the founding board members were recruited among the Chinese community in the Triangle. The lead applicant sent an email to the email list of The Chinese-American Friendship Association of North Carolina (CAFA). A dozen people expressed their interest in being a board member. People with desired expertise (e.g.,

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K-12 education, finance, STEM) for the board became the founding board members. If a position is vacant, election will be held at the next board meeting. All officers may serve no more than two consecutive two-year terms. Former officers, after a break in service of one year or more, may be elected to another term as an officer. All outgoing board members who have not finished their terms are expected to identify potential replacement board members and initiate that contact prior to resignation. If a board member must resign or is dismissed, s/he will be asked to identify potential candidates for discussion at the next board meeting.

4. Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.

The Board will meet monthly at night or on the weekend each year. If no enough matter is on the agenda, two meetings during vacations may be canceled (e.g., December and July).

5. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

New board members will receive training on laws related to school boards, school finance, and education (e.g., CES's philosophy, mission, and educational model, China's education, best charter schools, NC and American students' achievement data). New board members are required to read the following laws and policies:

- NC charter school law (Article 14A)
- NC Open Meetings Law (Article 33C).
- State Board of Education Charter Schools Policies
- NC Financial Guide For Charter Schools

Here is a timeline for ongoing professional development activities for board members:

October 2016: Review E.D. Hirsch's The Schools We Need and Why We Don't Have Them

Nov 2016--Jan 2017: Visiting other charter schools (e.g., KIPP Durham, The Hawbridge School, Woods Charter).

January--March 2017: Watching videos comparing the Chinese and the Western educational systems.

- A four-episode Danish documentary comparing a Danish school and a Chinese school (https://www.youtube.com/watch?v=Z_WSJUNxPZc)

- Are Our Kids Tough Enough: Chinese School, a BBC documentary following five Chinese teachers in the UK (<https://www.youtube.com/watch?v=DYGxAwRUpaI>)

- Chinese teaching methods shock British schoolchildren (<https://www.youtube.com/watch?v=qQg94Rs01DM>)

April 2018: Review Amy Chua's Battle Hymn of the Tiger Mother.

May-June 2018: School studies. Each board members will study two schools and share their findings at the board meeting about what we can learn from them (e.g., programming, curriculum, activities). These schools may include excellent charter schools (e.g., Raleigh Charter, Woods Charter, Triangle Math and Science Academy, KIPP Durham) as well as traditional schools (e.g., Enloe, Carnage). We will learn from the best and add good features to our programming.

6. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

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A CES school board member shall abide by the following ethical standards:

- Abide by all laws, rules and regulations of the State Board of Education.
- Make decisions for the educational welfare of children.
- Confine board action to policy making, planning, and evaluation, and leave administering the school to school administrators.
- Not to make personal promises or take any private action that may compromise the board.
- Not to use the schools for personal gain or for the gain of friends.
- Maintain the confidentiality of board decisions when required by the Board. We do not know of any existing relationships that could pose actual or perceived conflicts of interests if the application is approved. The Board will follow the conflict of interest policy in the NC Charter School Financial Guide Section VII. It will take the following steps to avoid conflict of interests.
- Each year board members are required to sign a statement to confirm that s/he has received the conflict of interest policy; has read and understands the policy; and has agreed to comply with the policy.
- When a major financial decision (e.g., facility, furniture, equipment, laptops, custodian service, food service) is made, board members are required to disclose if they have connections to the vendors or bidders. If a board member has a connection to the vendor, s/he shall not vote on that matter to avoid potential or perceived conflict of interest.
- Board members relatives should not be employed by the school.

7. Explain the decision-making processes the board will use to develop school policies.

CES will have guidelines on school matters in place during the first year of operation. It will have The Teachers Handbook, The Student Handbook, a financial manual, and other policies when needs arise. The Board will delegate most policy development responsibilities to the school but the Board will vote on the proposed policies and provide modification suggestions. The Board will take the following steps in initiating a policy:

- Gathering information: What is the common practice? What are the different perspectives? What are the needs? What is the potential impact? What is the cost?
- Discussion: Board members will share opinions, brainstorm solutions, and propose alternatives.
- Making decisions: Board members will vote on the proposed policies.

8. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

Like most other schools, CES will have a Parent and Teacher Association (PTA), and it will also have a faculty advisory council. The PTA is the liaison between parents and the school. It communicates parents concerns and wishes to the school. It also organizes activities to show parents appreciation of teachers work. Fundraising is another function it performs to enrich the schools programming. The Faculty Advisory Council includes representatives from various subjects. Some matters can be discussed by this council and the administrators and do not have to get all the faculty members involved. Teachers can communicate their wishes and concerns to their representatives to bring to the advisory meetings.

9. Discuss the school's grievance process for parents and staff members.

Grievance Process for Parents

Parents and students should attempt to discuss concerns informally with

people involved before going through the grievance process. There are two levels of grievance: the school level and the board level. At the school level, parents should submit a written request for a conference within ten days after the disclosure of the facts giving rise to the grievance. The Director shall grant the conference within five school days following the request. The Director shall send a written response to the parents within five days after the conference. If parents are not satisfied with the Directors response, they can appeal to the board within five school days after receipt of the Directors response. The Board will provide a final written decision within thirty days.

Grievance Process for Employees If an employee disagrees with a coworker or supervisor, feels that he or she has been treated unfairly, or has other grievances, the employee may write to the Director within five days after the issue arises. The Director will investigate the employee's complaint and respond. If the employee is unsatisfied with the Directors response, he or she can write to the board within five days after receiving the Directors response. If the grievance is about the Director, the employee may write to the Board within five days after the issue arises. The Board will provide a final written decision within thirty days.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix E)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix F).
3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix G).
4. A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix H)

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

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Outline below, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

We anticipate the following positions:

- 1 Director
- 1 Assistant Director
- 1 School Counselor
- 1 Finance Officer
- 1 Office Clerk (1 more in Year 3)
- 1 Nurse
- 2 Transportation staff (Year 2)
- 8 Core Content Teachers (25 in Year 5)
- 4 Electives Teachers (12 in Year 5)
- 1 Special Education Teacher (2nd one in Year 2, 3rd one in Year 3)
- 1 ESL teacher if needed
- 1 IT Specialist/Computer Science Teacher
- 1 Teaching Assistant (Year 2, two more in Year 3)
- 1 Substitute Teacher a day in Year 1 on average (2 Subs in Year 2, 3 Subs in Year 3)

Additionally, we anticipate that CES will need to contract with companies or professionals for the following services:

- Related EC services (e.g., speech, occupational therapy, physical therapy)
- Accounting and payroll
- Custodian
- Auditing
- Legal
- Accreditation
- Facility acquisition, design, and development
- Facility maintenance

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

First, good teachers should be good students. In 2014, education majors had an average SAT Critical Reading score of 482 (46% right) and Math score of 482 (41% right) (<http://www.businessinsider.com/heres-the-average-sat-score-for-every-college-major-2014-10>). Teachers with low SAT scores may not know what it takes to achieve mastery. It is no wonder so many American students do no practice tests for EOG/EOC/ACT. Mediocre students become mediocre teachers then mediocre teachers produce more mediocre students. We have to break this vicious circle by hiring teachers with strong content knowledge. They have to have high SAT/ACT and Praxis test scores. Second, CES's experimental nature itself will attract aspiring educators and non-educators. We will work hard to improve students' performances and let our assessment data do the talk. We will write articles, blogs, even books to explain our model and theories of education to increase the school's visibility. Hopefully, our theorizing effort will attract enough applicants to us. We will also have traditional recruiting strategies such as advertising vacancies on the school website and on teacher recruiting websites, contacting colleges. Third, the board recognizes that we will compete not only with other schools but also with other sectors for talents so it is important to offer competitive salaries in recruiting and retaining teachers. We need to widen our revenue sources to maintain our competitive

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edge. Teachers can get extra pay from afterschool programs and summer camps. Fourth, with their knowledge of best practice in the world, CES teachers will have more choices. CES will set up more schools to spread the CES model and at the same retain high-performing teachers by letting them assume leadership responsibilities.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board.

Although the board has the final authority over personnel matters at CES, it delegates the duties of hiring, assignment, evaluation, discipline, promotion, and termination of faculty and staff to the Director. The board will review, approve or disapprove all employment contracts recommended by the Director. Each staff and faculty member can go through the grievance process to solve disputes. A teachers representative will attend the board meeting but s/he will be a non-voting member. S/he will be a liaison between the teachers and the Board. Teachers can also serve on subcommittees of the Board (e.g., strategic planning). The Board will get teachers opinions and insights through an annual survey.

4. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Hiring Procedures

- Applications are screened by administrators for appropriate experience, certification, and education
- The search committee, which includes administrators and teachers in the subject, will select 2-5 candidates for the first-round interview.
- The search committee will conduct the second-round interview, check references, and conduct a national criminal background check to make the final choice.
- The candidate chosen will get an offer of employment upon the Board's approval.

Dismissing Procedures

- An under-performing staff or faculty member will have an action plan for improvement.
- If s/he fails to make adequate progress, s/he will be dismissed.
- A staff or faculty member who has seriously violated policies outlined in The Employee Handbook will be given a warning or be dismissed. S/he can go through the grievance process to appeal to the Director and the Board.

5. Outline the school's proposed salary range and employment benefits for all levels of employment.

SALARIES:

Teachers: \$40,000 or above

Average teacher assistant's salary: \$20,000

Average support staff's salary: \$20,000-\$40,000 depending upon job requirements, experience and qualifications.

Director's salary: \$80,000

Assistant Director's salary: \$50,000-\$70,000 depending upon experience and qualifications.

BENEFITS

CES employees will have medical insurance through the state health insurance program. CES will pay 80% to 95% of the premium cost if the budget allows us to do so. If CES has enough budget, we will also pay partial premium cost of dental and life insurance. CES will participate in a tax-deferred retirement plan. CES full-time employees will have a number of personal leave days that can be used for illness and vacation

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6. Provide the procedures for employee grievance and/or termination.

1) Grievance

The Board will develop a dispute resolution policy to address employees' grievances. If a school employee has a disagreement with an administrator, s/he can discuss it with the Director. If s/he has a disagreement with the Director, s/he can appeal to the Board. The Board's decision will be final.

2) Termination

North Carolina is an at will employment state. Employment with the school is at will. Employment contracts are given annually to clarify employees' salary, position title, and duties. Employment dates will not bind either the employee or the school to a specific time period. Both employees and the school are free to terminate the employment relationship, with or without reason. The school may give its employees the opportunity to respond to issues prior to action being taken by the Board but it does not have to go through this procedure.

7. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.

CES tries to maintain a lean organizational structure so some positions have dual responsibilities.

Administrators and teachers who run before- or after-school programs will get extra pay which comes from the fees charged to the parents.

The EC Coordinator will also be the 504 Plan Coordinator. Schools do not receive funding for developing and implementing 504 plans so it is an extra duty for the EC teachers.

The Guidance Counselor or the clerk will also be the Testing Coordinator. It is funded by general funding.

8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

EC population is generally about 10%-15% of the total enrollment. The common practice is each EC teacher has a case of 20-30 students. CES's Year 1 enrollment of 200 students requires a full-time EC teacher. This teacher has to be fully certified with at least two years of EC experiences. CES will pay a school psychologist per test to do psychological testing. CES will pay certified professionals an hourly rate or a package rate to serve EC students who need speech, OT or other related services. If we have EC students with high needs (e.g., autism, intellectual disability), a teacher assistant will be hired. CES adopts the Schoolwide Talent Development model so it may not need a gifted teacher position. The lead applicant has a Ph.D in Gifted Education Administration. He will provide gifted education training for all the teachers. CES will have a full time or part time certified ELL teacher depending on the number of ELL students.

9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

Teachers should have at least a bachelor's degree. To comply with state law, at least 50% of CES teachers will have a valid North Carolina Professional Educator's License. Talented individuals without licenses will use Lateral Entry. They will be encouraged to go through the required procedures to get regular licenses so that CES can have the quota to hire other talented individuals without licenses. CES teachers are instructors as well as managers of students' talent and philosophical development. The manager role is what distinguishes CES teachers from traditional teachers. No matter how engaging a teacher's classes are, if her students do not use their spare time wisely and do not take the initiative for self-perfection, they will

still far behind the world's top performing students. Carolina Experimental School 39 If you have questions regarding the application process, please contact the Office of Charter Schools via email at deanna.townsend-smith@dpi.nc.gov. The Director provides instructional and operational leadership. S/he will coordinate or deliver staff development. S/he should have at least a Master's Degree in administration and at least five years of teaching experience. S/he should be familiar with China's educational system, talent development, and philosophical thinking. The Assistant Director is the chief disciplinarian. S/he shares with the director in instructional and operational leadership. S/he should have at least years of teaching experience. Preferences will be given those who have school administration experiences. The Guidance Counselor develops the school's master class schedule with the school leadership team and schedules students' classes. S/he will address students' social, emotional, and career needs. The Guidance Counselor should have a Master Degree in School Counseling and have a valid license. S/he should have at least three years of teaching or counseling experience. The Finance Officer is responsible for accounting, payroll, purchasing, accounts payable, budget and financial reporting, and coordinating the annual audit. This person should have a bachelor's degree in finance, accounting or a related field, preferably with experiences in school business. Other administrative and support personnel will be responsible for carrying out support functions as delegated to them by the Director. They should have at least two years' experience in their roles.

Staff Evaluation and Professional Development

1. *Identify the positions responsible for maintaining teacher licensure requirements and professional development.*

The director will be responsible for maintaining teacher licensure requirements. The director and the assistant director will be responsible for professional development.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

CES is experimental in nature, and it has three major programs. A teacher may have expertise in one of the programs but it is less likely s/he has expertise in all the three programs so teachers need support to be successful.

Mentoring New Teachers

CES will hire at least one teacher with at least three years of teaching experience in each subject or grade level so that s/he can act as a mentor if needed. Each new teacher will be assigned a veteran teacher to get some guidance. Since some of CES's programs are new to most teachers, teachers will learn together, share their experiences, and find solutions together. Retaining Teachers Few schools of education have CES's programs so we have to train teachers by ourselves. It takes time to train a teacher so CES has to make efforts to retain its teachers. First, CES will offer competitive salaries. This may be difficult in Year 1 but the surplus after Year 1 will make it possible. Second, innovation and excellence will be CES's appeal. Teachers' training in the Chinese model will make them highly effective teachers. Third, with their knowledge about the Chinese model, CES teachers are likely to become teacher trainers. CES may lose teachers this way but it is a good thing for American schools. Adopting, creating, and spreading a

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model is CES's educational reform mission. We can retain these teacher leaders by setting up new schools and let them assume leadership roles.

Evaluating Teachers

How teachers are evaluated often affect what they will do in their classrooms. Current educational theories shape the existing teacher evaluation rubrics. American students' low performance can be traced back to the teacher evaluation practice and the prevailing educational theories. To improve American students' performance, we have to change the way teachers are evaluated. First, the focus should be shifted from the classroom to the home. No matter how engaged students are in the classroom, if they spend nearly 8 hours on entertainment media, they will be left behind by the Chinese students farther and farther. Second, the focus should be shifted from looks to data. The prevailing educational theories belittle book learning, memorization, drills, testing, test preparation, lecturing, whole class instruction, rows and columns, and large class size, yet these are the very practices that make Shanghai's 15-year-olds outperformed American students by three years. We need to let data, rather than those educational theorists, do the talk.

Certification and Licensure

The Director will monitor teachers' certification status to make sure CES meets the requirements prescribed by state and federal laws. Teachers with licenses will be reminded to earn staff development credits to have their licenses renewed. Lateral entry teachers need to show their progress toward regular licenses each year.

3. *Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

We set up CES out of our dissatisfaction with American educational theories and practices. People can always find the classroom-level research supporting these theories and practices but the cross-country-level comparison research often falsifies these theories and practices so it is critical to have a global vision and throw away the dogmas. Most of CES's professional development (PD) will be conducted internally. We will develop our model and spread it to other schools to improve American education. Most of CES's PD are uniform because few people have expertise in our programs and teachers need to work together to create something (e.g., a list of modern classics). After Year 1, the founding teachers will have some common knowledge of the CES model. New teachers who have not read a book or watched a video can catch up by having a small group or individualized PD. The core components of professional development plan include data analysis, Chinese education, critiques of American education, talent development, and the great books program.

1) Data Analysis

- Teachers should be familiar with data sources such as PISA, NC Report Card, national and NC ACT and SAT scores and use them to inform their teaching and motivate their students.
- Teachers should be familiar with the conversion relationships between raw scores, standard scores and percentile ranks for major standardized tests (e.g., EOG, EOC, ACT, SAT). This knowledge will enable teachers to help students set goals.

2) Chinese education.

3) Critiques of American education.

4) Motivation

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Teachers should be familiar with theories on motivation (e.g., Maslow, growth mindset, grit, inner motivation, delayed gratification).

5) Talent Development

Teachers should be familiar with theories on talent development (e.g., deliberate practice, development of expertise).

6) Great Works

To recommend good books to students, teachers have to be well-read and knowledgeable.

4. *Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

Day 1 PISA Data & the BBC's Documentary 8:30-16:00

1) Explain CES's mission and vision

2) Study the PISA data. The teachers will know the huge performance gap between American and Chinese 15-year-olds.

3) Watch the BBC's documentary about five Chinese teachers teaching in a British school. The teachers will observe and discuss how Chinese teachers do things differently. What works and what does not? Even with students' behavioral problems, the five Chinese teachers still outperformed the control class. 4) Discuss why the US and the UK responded differently to the PISA data. The American governments took no action, and many articles tried to explain away the huge gap (e.g., Shanghai has not tested its immigrants' children, America would perform much better without its minorities).

Day 2 The Danish Documentary

Watch the Danish documentary that compares a Danish school with a Chinese school and discuss how Chinese teachers do things differently. Observe Chinese students' cell phone use, behaviors, attention, collaborative learning, and projects. People tend to think the Chinese way of education stifles creativity but why do the results surprise us? The Chinese classroom is not structured to be conducive to collaborative learning but why Chinese students do better in this area too? How to explain that Chinese students do poorly in English? Compare the Chinese and the Danish parents. Compare the views of the teacher union chair and those of the special education professor. Why do American educators go to Finland, another top PISA performer, instead of China? Why do the Danish go to China instead of Finland, their Nordic neighbor?

Day 3 An Anatomy of Chinese Education

1) Discuss factors contributing to Chinese students' excellent performances then rank these factors in the order of importance.

2) China's school. The hierarchy of China's schools. School size. School culture. Tracking (e.g., college-bound vs. vocational, STEM vs. social sciences/humanities vs arts). Ability grouping. Daily schedule. Long hours (e.g., 12-hour school day in 8th and 12th grades).

3) China's teachers. Their pay relative to other professions. Their extra income. Their status relative to other professions. Can non-education majors become teachers? No special education and school psychologists. No specialists (e.g., reading specialist).

4) China's exam system. China's long history of exams. Entrance exams--middle school, high school, and college. Differences between China's college entrance exam and the SAT/ACT (e.g., frequencies, difficulties, consequences), and how they affect students behaviors in the two countries.

5) Textbooks

6) Homework.

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7) Classroom. Row and columns. Twice the American class size. Home classroom as a competing unit.

8) Factors or non-factors. Given a list of factors (e.g., class size, funding, testing), teachers will determine which factors affect student performances and which do not.

Day 4 An Anatomy of American Education.

1) Discuss E.D. Hirsch's The Schools We Need and Why We Don't Have Them.

2) Discuss Generation M2: Media in the Lives of 8- to 18-Year-Olds by the Kaiser Family Foundation

3) Discuss A Nation at Rest: The American Way of Homework by B.P. Gill & S.L. Schlossman

Day 5 NC Report Card

1) Discussing Battle Hymn of the Tiger Mother by Amy Chua

2) Compare the Triangle schools' SAT/ACT scores. Compare SAT/ACT scores in 50 states.

3) Our competitors' (e.g., local schools, other charter schools, top NC schools) EOG/EOC passing rates. Day 6 Talent Development

1) Discuss Outliers: The Story of Success by Malcolm Gladwell

2) Article on giftedness and talent development

Day 7 Great Books

1) The Great Books Program

2) Modern classics. Teachers will go through the bestseller list during the past 50 years to find books that can be recommended to CES students.

5. *Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.*

Teachers will report to work eight days prior to the first day of school, and seven of these days (49 hours) will be used for professional development. Non-students teacher work days can be used for professional development. There are no early release days in the school calendar because those are not convenient for working parents. CES faculty will meet twice after school each week: One for professional development and the other for staff meetings. At the weekly one-hour long professional development session, teachers will receive training, share experiences, or discuss books. The weekly staff meeting day will be devoted to whole school meetings, grade level professional learning community (PLC) meetings, subject PLC meetings, and other meetings. In total, there will be more than 100 hours of professional development each year.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

We will comply with the charter school statute regarding admissions GS

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115C.218.45 and not limit admission to students on the basis of "race, creed, national origin, religion, or ancestry." We plan to set up CES in Cary or Apex. According to the 2010 Census, the Cary residents were 73.1% White, 13.1% Asian, 8.0% African American, and 7.7% Hispanic. The Apex residents were 80% White, 7% Asian, 8% African American, and 7% Hispanic. If certain ethnic groups are significantly underrepresented among the applicants, we will make effort to target those groups. We will use multiple media such as website, emails, social media, radio, meetings, and print to reach potential students.

Waiting and Preliminary Planning Period: Sept., 2017-August 2018

- Create the school website as early as possible. Viewers will be able to know about CES's mission, philosophy, programming, curriculum and instruction.

- Create a Facebook page for CES.

- Post or publish analyses of American and Chinese education to draw attention to the school.

- We will post or publish our analyses of the PISA data to let the public know the effectiveness of the Chinese model and attract them to the school adopting such a model.

Planning Period after the Charter Approval: Sept-Dec. 2018

- Update the website and create an online application form.

- Send emails to the email lists of ethnic organizations introducing the CES Model and inviting applications

- Advertisements will be posted at high traffic areas such as local libraries, shopping centers, supermarkets, gas stations, thrift shops, and churches.

- An education blog will be maintained to attract parents who are curious about foreign and innovative education.

Student Enrollment for the 2019-20 School Year:

Jan-March, 2019

- We will have information sessions about CES at local libraries.

- The lottery will be done between March and June. First 20 Days of School

- If some students transfer to other schools, CES will contact the applicants on the waiting list if there is one. First Semester of School

- CES will have an open house on 12/11/2020 and will run the ads on WUNC during rush hours for 10 business days.

Open Enrollment for the 2019 2020 School Year: Jan-March, 2019

- CES will add 3rd -5th grades in Year 2 and 6th grade students will be new to the school too so it needs 200 students.

- School tours in January 2020

- Shadowing day in February 2020. Applicants have the opportunity to sit in CESs classrooms to see if it is a fit for them.

- If there are not enough applications, then the 2nd open house will be conducted on 2/13/2020. - The lottery will be done on 3/13/2020.

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

If our application is approved, we will start to communicate with parents to develop the school's applicant base. First, we will create the school's

website to post information about the school (e.g., mission, educational plan, enrollment, contacts, needs). Second, we will spread news about the school through social media and community discussion (e.g., Raleigh's citydata forum). We will inform parents and the community about our needs (e.g., finding a school facility, hiring teachers, recruiting students, purchasing low cost equipment). Third, we will have information sessions at local libraries, or set up desks and posters at shopping centers to spread the news about the school. As a start-up, CES will compensate for the school's lack of resources by asking parents to offer help. Parents are recommended to donate time, money, or materials to the school. Parents will list their expertise and the services they can provide on the family information form. Parents can tutor students, troubleshoot computer problems, chaperone students on field trips, distribute lunch, make copies, and direct morning and afternoon traffic. CES's many competitions will need parents to play some coaching and mentoring roles. Parents will also be invited as guest speakers and judges. CES will organize a parent tutoring network to help students with needs. Parents can donate microwave ovens, furniture, school supplies and other materials to help the school save money. Parents will donate unwanted stuffs to the school's annual yard sale to raise funds. There will also be a silent auction each year to raise funds for the school. Parents can donate items for auction. The board members' contact information will be posted on the website. Parents can communicate their concerns and wishes directly to board members. The PTA will serve as a liaison between parents and administrators, and between parents and teachers. CES will provide several opportunities for parents to have face-to-face talks with teachers. The school will have an open house night before the new semester. On two days in early November parents can schedule a 10-minute or a 15-minute talk with each teacher to discuss students' performance in the 1st quarter. In June, there will also be a cook out for parents, students, and teachers to have some casual talks. At the end of the school year, parents will complete an anonymous survey so that the school can know the parents' needs and expectations and evaluate the school's performance in meeting parents' needs. Focusing on students' afterschool development is CES's unique feature. The school needs parents' support in facilitating students' maximum personal growth. Teachers are expected to communicate with parents weekly to monitor students' time use. A parenting forum will be held monthly for parents to share parenting practices and tips, and discuss parenting books.

Admissions Policy

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
 2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
 3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
 4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
 5. *Clear policies and procedures for student withdraws and transfers.*
1. For the first year, if we secure a facility early, open enrollment

application will begin on February 12 and close on March 30. Parents can complete online or paper applications. If there is a delay in securing a facility, the enrollment deadline may be postponed to early June.

2. A lottery will be needed if there are more applications than seats available in a grade level. A lottery will be held two weeks after the open enrollment ends. The lottery ticket will include a number, applicant name, grade level and sibling indication. CES will give enrollment preference to the applicant children of board members and full-time school employees. Parents will receive lottery tickets one week before the lottery. Applicants winning the lottery will receive an offer.

3. An applicant whose name is drawn after all open seats are filled will be placed on the wait list. If a ticket indicating siblings is pulled, each child will be placed in the next available slot in their grade level. When there is an opening, CES will offer the open seat to the next child on the wait list. Applicants on the wait list will be considered first then applicants who applied after the close of open enrollment will be considered. Applications received after the close of open enrollment are ordered on the wait list according to the date received. A withdrawal form needs to be completed if an applicant wants to withdraw from CES. When CES receives a records request from the students new school, CES will send the records as requested. CES will offer the withdrawn students vacancy to the next applicant on the wait list. Parents may withdraw or transfer students at any time, and the students records will be forwarded to the new school. If a student leaves the school and wants to re-enroll at the school, a new application has to be submitted and the student will be placed on the waiting list.

4. CES does not have mandatory pre-admission activities but it does have admission interviews, school tours, shadowing, open house, and orientation. At admission interviews, school administrators explain the schools philosophy of education and programming to families so that they have the opportunity to know if the school is a good fit for them. Students can take classes at CES for a day to see if they want to be here.

Weighted Lottery

Does your school plan to use a weighted lottery?

Yes:

No: X

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.*
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones.*
- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically and legally sound practices, protocol and research.*

If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

- 1. A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery.*
- 2. A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.*
- 3. The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.*

PROJECTED ENROLLMENT

2018-19 through 2022-2023

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

LEA #1 Wake County Schools

LEA #2

LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000	LEA 920	LEA 000	LEA 000
Kindergarten	0	0	0	0	0	0	0	0	0	0	0	0	50	0	0
Grade 01	0	0	0	0	0	0	0	0	0	0	0	0	50	0	0
Grade 02	0	0	0	0	0	0	0	0	0	0	0	0	50	0	0
Grade 03	0	0	0	0	0	0	0	0	0	50	0	0	50	0	0
Grade 04	0	0	0	0	0	0	50	0	0	50	0	0	50	0	0
Grade 05	0	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 06	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 07	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 08	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 09	50	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 10	0	0	0	50	0	0	50	0	0	50	0	0	50	0	0
Grade 11	0	0	0	0	0	0	50	0	0	50	0	0	50	0	0
Grade 12	0	0	0	0	0	0	0	0	0	50	0	0	50	0	0
	200			300			400			500			650		

Section IV: Governance and Capacity Concerns and Additional Questions	Reviewer	Page Reference
N/A	Nicole Charles	Tax-Exempt S
Organizational Chart is not clear. Will all members of the board be fully familiar with the Chinese educational model? Who will conduct the training to the board and the staff? Members of the board have criminal charges - this is concerning.	Jessica Kelly	Governance a
Organizational chart does not show true hierarchy of the school. Is it a requirement for the board to have an understanding of the Chinese education model? Who will be in charge of disseminating information regarding the model to staff, the director, and new board members? Will the evaluation of the director rest solely on the performance of students on the end of grade state tests? What process did the board use (and will use in the future) to ensure that board members are properly vetted and reflective of the moral standards and citizenship the school is requiring of staff and students?	Stephenie Clark	Governance a
The organizational chart is unclear and confusing. Are current board members trained in the Chinese educational practice that you are saying you will use? What happens if the grievance is with the director? If a board member is dismissed they are expected to find a replacement? Are you sure you want a dismissed member to find his/her replacement? How will the board and the director be evaluated?	Shannon Sellers	Governance a
Is there a plan to manage the various direct links outlined in the org chart? Although the collaborative nature of the school is admirable, where is the accountability built in? Although the nature of the offenses is unclear and could be minor, is the applicant comfortable with three out of five board members having criminal records including the board chair? Against what standards will the board and the lead admin be evaluated against?	Nicole Charles	Governance a
n/A	Nicole Charles	Proposed Man
NA	Jessica Kelly	Proposed Man
Do you think looking at a certified teacher's test scores will be a hinderance for hiring? What is the back-up plan should this create an issue. How will you handle a veteran teacher or person that took the SAT 10 to 20 years prior to applying? EC teachers should not be responsible for 504's because they are two different students. The school counselor would be ideal for the 504 plans.	Shannon Sellers	Staffing Pla
How will the board recruit and hire highly qualified staff members if they have not taken the SAT test in the past or cannot locate test scores? This seems to be very limiting.	Stephenie Clark	Staffing Pla
Do you think it will deter quality teaching applicants to apply due to required hire scores on tests? Is there a contingency plan for hiring if the proposed method does not heed enough quality candidates?	Jessica Kelly	Staffing Pla
Is it reasonable to hire teachers based on SAT scores? is the assumption to hire mostly young faculty? How will teachers who may have switched careers and haven't taken the SAT in several years be judged? What is the contingency plan if proposed recruitment and retention measures fail? Is doing additional work for potential increased pay a sound retention technique especially considering the very average salary proposals?	Nicole Charles	Staffing Pla

Carolina Experimental School - The mission of Carolina Experimental School is to apply best educational practices in the world to provide high quality education for all students.

What is the relationship between the board and staff? The org chart indicates some dual roles for staff which may blur the lines of accountability? Who is ultimately responsible for students and staff success?		
Evaluation system of teachers is not clear. Will the teachers only be evaluated on student performance?	Jessica Kelly	Staff Evalua
Will this PD plan fully prepare your teachers for the classroom on Day 1? This model is very different from what the majority of your staff and students will be used to. What will be set up in place to support these students and staff that struggle with implementing this model right away.		
If the issue of student performance is n fact the the home, can teachers be evaluated on a students achievement? Can the applicant clarify the link?	Nicole Charles	Staff Evalua
Can the applicant point to specific professional development program that address the myriad of required skills CES teachers must possess?		
Is the timeline for teacher pd realistic given all that's required? Is reporting 8 days before school starts not too ambitious given all that's proposed		
How will teachers be evaluated? This is unclear in the explanation? Is 8 days prior to school starting enough time to train teachers in the instructional methods to be used? Is the PD realistic? Is watching videos going to be enough for teachers to understand the expectations set for them?	Shannon Sellers	Staff Evalua
Teachers should be familiar with the conversion relationships between raw scores, standard scores and percentile ranks for major standardized tests (e.g., EOG, EOC, ACT, SAT). This knowledge will enable teachers to help students set goals. 2) Chinese education 3) Critiques of American education. Note #3.	Hilda Parlér	Staff Evalua
What data would you collect to give a teacher a rating based on how they are doing at home? Shouldn't a teacher be directly evaluated on their locus of control, which would entail elements within the classroom? A host of the PD prior to starting school seems to revolve around a mindset and research around the differences between the US education system and those doing better in the world, will students in turn get a form of this training similar to teachers? Applicant does not provide in depth information on what teacher mentorship will look like. Additionally, a more robust plan must be in place to support Beginning Teachers in accordance with state board of education policies.	Stephenie Clark	Staff Evalua
What information will be provided to interested families to ensure they fully understand what makes the Chinese model different from traditional US education? How will the school successfully recruit the targeted groups listed in the mission, specifically low socioeconomic status students.	Stephenie Clark	Marketing Pl
How will the marketing ensure parents understanding of the Chinese model prior to the school year starting?	Jessica Kelly	Marketing Pl
Your marketing plan contradicts your targeted population stated earlier in the application. Will there be face to face information sessions to explain to parents the instructional practice you plan to use?	Shannon Sellers	Marketing Pl
Is the marketing aligned with the target outlined earlier in this application? Why is the open house after the start of the proposed school year? Is this for the long range plan for subsequent years?	Nicole Charles	Marketing Pl
Can the applicant clarify how parents who may have limited resources (time or money) participate in the outlined plan?	Nicole Charles	Parent and C
What does the parent do that cannot give money or time to the school do?	Shannon Sellers	Parent and C
How will parents who can not give time or money be involved in the school?	Jessica Kelly	Parent and C
How will parents and families who are not able to donate time, items, or finances be included in this school's model?	Stephenie Clark	Parent and C
What percentage of enrollment preference will be given to students of board members	Stephenie Clark	Admissions P

Carolina Experimental School - The mission of Carolina Experimental School is to apply best educational practices in the world to provide high quality education for all students.

and full-time staff?		
What is the purpose of admission interviews? If the school simply wants to provide additional information regarding the methodologies to parents, wouldn't an informational session suffice?		
How does the admissions interview play into student acceptance? Will the school suggest the student go to another school? During the first year, will you have a mock class for students to sit in?	Shannon Sellers	Admissions P
N/A	Nicole Charles	Weighted Lot
NA	Jessica Kelly	Weighted Lot

Reviewer	Score
Jessica Kelly	Fail
Hilda Parlér	Fail
Deanna Townsend-Smith	
Glenn Allen	
Nicole Charles	Pass
Shannon Sellers	Fail
Stephenie Clark	Pass

V. OPERATIONS

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

CES will make every effort to make transportation not a barrier to attending the school. We address students transportation needs in several ways:

1) School bus

Buying a school bus is a huge investment. Due to the uncertainty of Year 1, we will not purchase school buses until Year 2 or later. Hopefully we will have one or two bus lines starting in year 2. The Highway 55 line will go from the RTP to Holly Springs, and the High House line will go from Highway 55 to Walnut Street. Parents can drop off their children at pick-up points.

2) Carpool

Carpooling is the primary means of transportation at the early stage of the school. CES will help parents identify carpool options by creating a carpool list.

3) Early drop off and late pick up

Some working parents are unable to drop off or pick up their children during the schools designated time. To accommodate these parents, CES will have low-cost before-school and afterschool programs.

4) Subsidy

Some low-income parents want their children to attend CES but do not have the means of transportation. CES will help these families find the carpools the students can join and pay the willing parent drivers a nominal fee for their time and expenses. CES will provide \$10,000 in Year 1 for this purpose.

5) Use a school bus contractor

CES will contract for student bus services if this is more cost-effective than the school bus purchasing option. CES may also use a school bus contractor if some EC students have the transportation need.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

We have explored several options for school lunch:

1) Join the NSLP

We would like CES to join the National School Lunch Program (NSLP) but we know our facility has to meet certain standards for us to get the subsidies. Whether CES will have a kitchen meeting the NSLP standards depends on the school building we can find. If we cannot find a school facility meeting the NSLP standards, we have to postpone this option until we have our own building.

2) Students bring their own lunch

If there is no cafeteria, the commons, classrooms, and courtyards will be used as lunch locations. Microwave ovens will be purchased or donated for students to use. Due to limited spaces and limited numbers of microwaves, CESs elementary, middle, and high schools will have different lunch time to

Carolina Experimental School - The mission of Carolina Experimental School is to apply best educational practices in the world to provide high quality education for all students.

avoid congestion.

3) School lunch providers

One to three restaurants will be selected to deliver boxed lunch. The prices should range from \$3 to \$8 so that low income students have some choices. The foods are expected to be nutritious. Students will place their orders in the morning.

4) Subsidy for low-income families

CES will set aside a lunch fund of \$20,000 in Year 1 and \$30,000 in Year 2. It will be used to subsidize low-income students lunch. This fund may help 40-60 students each year. The amount of lunch fund may increase or decrease depending on the actual needs.

Civil Liability and Insurance (GS 115C-218.20):

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$1,365.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$4,380.00
Property Insurance	\$1,000,000		\$1,300.00
Motor Vehicle Liability	\$1,000,000		\$2,300.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$888,000		\$15,032.00
Total Cost			\$24,709.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

800school 09/22/2017

(Board Chair Signature)

(Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy.

A building has not been identified yet. We will monitor loopnet.com and other websites for commercial real estates in Cary-Apex and use a commercial real estate agent to help us locate a facility to lease. We will also meet with real estate developers to explore the converting or building options. We have explored several options:

1) Lease

This is the best option for us for the first few years due to limited reserves. There are only four charter schools in the Cary-Apex area, and some of them have just started so there are no vacant former charter school buildings. Actually there are also no other vacant school buildings as this area is growing fast, and WCPSS have just added a few new schools. We are more likely to rent vacant office buildings or vacant rooms in a strip mall.

2) Lease to own

An architect and developer firm has explored this option with us. This is an expensive option.

3) Buy

One property used to be a preschool. With about 4,000 sq. ft, it is too small for CES though it has the space for expansion for up to 200 students. This will hinder our expansion. We will only consider this property if we have no other choices. We will seriously consider buying and building a facility in Year 4 when CES is near its full capacity.

The school building should meet the following requirements:

- At least 50 square feet per student
- Meets local and state building fire/safety codes
- Has adequate parking spaces
- Has room for expansion
- If it is part of a building, there should be separate entrances for the school.

The Board will take the following steps to secure a facility:

July-Oct 2018: Site selection

Nov-Dec 2018: Room layout design. Lease signed.

Jan-Feb 2019: Plans and permits submitted and approved

Feb-June 2019: Construction

July 2019: Certificate of Occupancy and other regulatory approvals.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

The per square foot lease rate will be \$10-\$25/sq. This is comparable to the commercial real estate lease rate in Cary.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

CES starts with 200 students with facility searching and funding in mind. Having 400 or 600 students will reduce the school's flexibility in leasing a facility though it will make buying or constructing one possible with more funding. In case that we are unable to find a facility on time, we have the following contingency plans:

- 1) Inform the Office of Charter Schools and get an approval to delay the opening.
- 2) Inform the OCS and get an approval to adjust the enrollment numbers. For example, if we can only find a facility that can hold 100 students, then we may have 7th and 8th grades only or still have 6th-9th grades but only have 25 students in each grade.
- 3) Broaden the facility search to include other areas (e.g., eastern Chatham County, Raleigh, Fuque Varina,) and other types of use (e.g., church, factory). There are more lands available in eastern Chatham County which borders Cary and Apex. Locating the school there may qualify CES for USDA Rural Developments Through the Community Facility Direct Loan program.
- 4) Buy or lease a rural lot to have some mobile classrooms.

Section V: Operations Concerns and Additional Questions	Reviewer	Page Reference
Is EC transportation included in the budgeted amount?	Shannon Sellers	Transportati
EC is mentioned but how will you provide for transportation as identified on an IEP as a related service?	Glenn Allen	Transportati
Will \$20,000 be enough to cover free/reduced lunches?	Shannon Sellers	School Lunch
\$3 to \$8 for school lunch seems a little over priced. Average range is \$1.25 - \$2.00 max.	Stephenie Clark	School Lunch
Appendix L matches the proposed budget but why are the projections in the application different from year one? The Appendix includes the buses so can the applicant share where the \$7,300 difference occurs?	Nicole Charles	Civil Liabil
Since building space seems to be limited will the growth plan be realistic if space cannot be located?	Jessica Kelly	Facility and
What is the cost estimate for retro-fitting a commercial building and bringing it up to code for a public school?	Nicole Charles	Facility and

Reviewer	Score
Jessica Kelly	Pass
Hilda Parlér	Pass
Deanna Townsend-Smith	
Glenn Allen	
Stephenie Clark	Pass
Shannon Sellers	Pass
Nicole Charles	Pass

VI. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2018-19

SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1920 - Wake County Schools

Revenue	2016-2017 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2018-2019
State Funds	\$5,070.04	200	\$1,014,008.00
Local Funds	\$2,309.00	200	\$461,800.00
Federal EC Funds	\$4,253.55	30	\$127,606.50
Totals			\$1,603,414.50

Total Budget: Revenue Projections 2018-19 through 2022-2023

INCOME: REVENUE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
-State ADM Funds	\$1,014,008	\$1,521,012	\$2,028,016	\$2,535,020	\$3,295,526
-Local Per Pupil Funds	\$461,800	\$692,700	\$923,600	\$1,154,500	\$1,500,850
-Exceptional Children Federal Funds	\$127,607	\$191,410	\$255,213	\$319,016	\$414,721
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$1,603,415	\$2,405,122	\$3,206,829	\$4,008,536	\$5,211,097

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix J.

Personnel Budget: Expenditure Projections 2018-19 through 2022-2023

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

BUDGET EXPENDITURE PROJECTIONS Personnel	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	<i>Num Staff</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>	<i>FTE</i>	<i>Avg Salary</i>	<i>Total salary</i>
Administrative & Support Personnel:															
Lead Administrator	1	\$80,000	\$80,000	1	\$81,600	\$81,600	1	\$83,232	\$83,232	1	\$84,897	\$84,897	1	\$86,595	\$86,595
Assistant Administrator	1	\$50,000	\$50,000	1	\$51,000	\$51,000	1	\$51,000	\$51,000	1	\$53,060	\$53,060	1	\$54,121	\$54,121
Finance Officer	.5	\$40,000	\$20,000	.5	\$40,000	\$20,000	1	\$40,800	\$40,800	1	\$41,200	\$41,200	1	\$42,024	\$42,024
Clerical	1	\$20,000	\$20,000	1	\$20,400	\$20,400	2	\$20,800	\$41,600	2	\$21,600	\$43,200	2	\$22,400	\$44,800
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	2	\$18,000	\$36,000	2	\$18,360	\$36,720	2	\$18,727	\$37,454
Guidance Counselor	1	\$40,000	\$40,000	1	\$40,000	\$40,000	1	\$40,800	\$40,800	1	\$41,616	\$41,616	1	\$42,448	\$42,448
Nurse	.5	\$40,000	\$20,000	.5	\$40,000	\$20,000	.5	\$40,800	\$20,400	.5	\$41,616	\$20,808	.5	\$42,448	\$21,224
Custodians (See Facilities)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	5		\$230,000	5		\$233,000	8.5		\$313,832	8.5		\$321,501	8.5		\$328,666
Instructional Personnel:															
Core Content Teacher(s)	8	\$40,000	\$320,000	12	\$40,400	\$484,800	16	\$41,000	\$656,000	20	\$41,820	\$836,400	25	\$42,650	\$1,066,250
Electives/Specialty Teacher(s)	4	\$40,000	\$160,000	6	\$40,400	\$242,400	8	\$41,000	\$328,000	10	\$41,820	\$418,200	12	\$42,650	\$511,800
Exceptional Children Teacher(s)	1	\$40,000	\$40,000	2	\$40,400	\$80,800	2	\$41,000	\$82,000	3	\$41,820	\$125,460	3	\$42,650	\$127,950
Instructional Support	.5	\$40,000	\$20,000	1	\$40,400	\$40,400	1	\$41,000	\$41,000	1	\$41,820	\$41,820	1	\$42,650	\$42,650

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Teacher Assistants	0	\$0	\$0	1	\$20,000	\$20,000	2	\$20,000	\$40,000	2	\$20,000	\$40,000	3	\$20,000	\$60,000
Substitute Teacher	1	\$14,400	\$14,400	1.5	\$14,400	\$21,600	2	\$14,400	\$28,800	2.5	\$14,400	\$36,000	3	\$14,400	\$43,200
B - Total Instructional Personnel:	14.5		\$554,400	23.5		\$890,000	31		\$1,175,800	38.5		\$1,497,880	47		\$1,851,850
A+B = C - Total Admin, Support and Instructional Personnel:	19.5		\$784,400	28.5		\$1,123,000	39.5		\$1,489,632	47		\$1,819,381	55.5		\$2,180,516
Administrative & Support Benefits															
Health Insurance	5	\$6,000	\$30,000	5	\$6,300	\$31,500	6.5	\$6,615	\$42,998	6.5	\$6,946	\$45,149	6.5	\$7,293	\$47,405
Retirement Plan--NC State	5	\$3,000	\$15,000	5	\$2,796	\$13,980	6.5	\$2,943	\$19,130	6.5	\$2,998	\$19,487	6.5	\$3,058	\$19,877
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	5	\$605	\$3,025	5	\$564	\$2,820	8.5	\$505	\$4,293	8.5	\$515	\$4,378	8.5	\$525	\$4,463
Social Security	5	\$2,585	\$12,925	5	\$2,409	\$12,045	8.5	\$2,158	\$18,343	8.5	\$2,198	\$18,683	8.5	\$2,243	\$19,066
D - Total Admin and Support Benefits:	20		\$60,950	20		\$60,345	30		\$84,763	30		\$87,697	30		\$90,810
Instructional Personnel Benefits:															
Health Insurance	13.5	\$6,000	\$81,000	22	\$6,300	\$138,600	29	\$6,615	\$191,835	36	\$6,946	\$250,056	44	\$7,293	\$320,892
Retirement Plan--NC State	13.5	\$2,400	\$32,400	22	\$2,381	\$52,382	29	\$2,373	\$68,817	36	\$2,418	\$87,048	44	\$2,467	\$108,548
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	13.5	\$1,977	\$26,690	23.5	\$1,965	\$46,178	31	\$1,960	\$60,760	38.5	\$1,997	\$76,885	47	\$2,037	\$95,739
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	13.5	\$497	\$6,710	23.5	\$460	\$10,810	31	\$459	\$14,229	38.5	\$467	\$17,980	47	\$477	\$22,419
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	54		\$146,799	91		\$247,970	120		\$335,641	149		\$431,968	182		\$547,598
D+E = F - Total	74		\$207,749	111		\$308,315	150		\$420,404	179		\$519,665	212		\$638,408

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Personnel Benefits														
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	25		\$290,950	25		\$293,345	38.5		\$398,595	38.5		\$409,198	38.5	\$419,476
B+E = H - Total Instructional Personnel (Salary & Benefits)	68.5		\$701,199	114.5		\$1,137,970	151		\$1,511,441	187.5		\$1,929,848	229	\$2,399,448
G+H = J - TOTAL PERSONNEL	93.5		\$992,149	139.5		\$1,431,315	189.5		\$1,910,036	226		\$2,339,046	267.5	\$2,818,924

Operations Budget: Expenditure Projections
2018-19 through 2022-2023

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Administrative & Support:					
Office:	Office Supplies	\$5,000	\$5,000	\$6,000	\$7,000	\$8,000
	Paper	\$10,000	\$15,000	\$20,000	\$30,000	\$30,000
	Computers & Software	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
	Communications & Telephone	\$5,000	\$6,000	\$5,000	\$8,000	\$8,000
	Copier leases	\$10,000	\$13,000	\$15,000	\$20,000	\$20,000
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Audit	\$0	\$5,000	\$5,000	\$5,000	\$5,000
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$250,000	\$380,000	\$500,000	\$750,000	\$750,000
	Maintenance	\$5,000	\$6,000	\$7,000	\$8,000	\$8,000
	Custodial Supplies	\$3,000	\$4,500	\$6,000	\$10,000	\$10,000
	Custodial Contract	\$15,000	\$20,000	\$30,000	\$40,000	\$40,000
	Insurance (pg19)	\$17,500	\$25,000	\$30,000	\$40,000	\$40,000
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$20,000	\$30,000	\$40,000	\$50,000	\$50,000
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$5,000	\$7,000	\$10,000	\$12,000	\$13,000
	Trash	\$2,000	\$3,000	\$4,000	\$5,000	\$5,000
Transportation	Buses	\$0	\$30,000	\$30,000	\$30,000	\$30,000
	Gas	\$0	\$0	\$10,000	\$12,000	\$14,000
	Oil/Tires & Maintenance	\$0	\$0	\$2,000	\$2,000	\$2,000
	Subsidy	\$10,000	\$0	\$0	\$0	\$0
Other	Marketing	\$5,000	\$5,000	\$3,000	\$3,000	\$3,000
	Child nutrition	\$20,000	\$30,000	\$20,000	\$30,000	\$30,000
	Travel	\$3,000	\$4,000	\$5,000	\$5,000	\$5,000
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$403,500	\$606,500	\$766,000	\$1,085,000	\$1,089,000
	Instructional:					

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Classroom Technology	Computers	\$0	\$0	\$0	\$0	\$0
	Software	\$0	\$0	\$0	\$0	\$0
	Instructional Technology	\$5,000	\$10,000	\$10,000	\$15,000	\$15,000
	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Instructional Support	\$0	\$0	\$0	\$0	\$0
	Staff Development	\$3,000	\$4,000	\$5,000	\$5,000	\$5,000
Books and Supplies	Instructional Materials	\$10,000	\$15,000	\$20,000	\$30,000	\$30,000
	Curriculum/Texts	\$20,000	\$20,000	\$20,000	\$10,000	\$10,000
	Copy Paper	\$10,000	\$15,000	\$20,000	\$30,000	\$30,000
	Testing Supplies	\$2,000	\$3,000	\$4,000	\$6,000	\$6,000
	Other	\$0	\$0	\$0	\$0	\$0
Instructional Contract	Ec Related Services (E.G., Psychological, Speech)	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$50,000	\$67,000	\$79,000	\$96,000	\$96,000
	K+L = M - TOTAL OPERATIONS	\$453,500	\$673,500	\$845,000	\$1,181,000	\$1,185,000

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
J - TOTAL PERSONNEL	\$992,149	\$1,431,315	\$1,910,036	\$2,339,046	\$2,818,924
M - TOTAL OPERATIONS	\$453,500	\$673,500	\$845,000	\$1,181,000	\$1,185,000
J+ M =N TOTAL EXPENDITURES	\$1,445,649	\$2,104,815	\$2,755,036	\$3,520,046	\$4,003,924
Z - TOTAL REVENUE	\$1,603,415	\$2,405,122	\$3,206,829	\$4,008,536	\$5,211,097
Z - N = SURPLUS / (DEFICIT)	\$157,766	\$300,308	\$451,794	\$488,491	\$1,207,174

Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. How was the student enrollment number projected?

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

We plan to have two 25-student classes in each grade level. In the first year, CES will have 200 students in 6th to 9th grades. From Year 2 to Year 4, two grade levels will be added each year. In Year 5, K-2 will be added, and CES will become a K-12 school with 650 students.

There will be a huge demand for the school because:

1) Wake County is one of the fastest growing areas in the nation. Among Wake County Public Schools 10 planning regions, two of the three that will have the strongest growth are in Cary-Apex. It is anticipated that there will be a net gain of over 6,000 students from now to 2020 in these two planning regions. WCPSS will add new schools, which means reassignment of students. CES will be a good choice for those parents who do not like the uncertainty of reassignment.

2) A school that aspires to duplicate Raleigh Charters success will be appealing to the highly-educated Wake parents. In 2010, Raleigh-Cary was ranked the 7th in America on the New York Times ranking of cities with the most college-educated residents list. With 41% of residences with college degrees, Raleigh-Cary was almost as "brainy" as world-renowned places such as DC, Silicon Valley and Boston but its high schools are much more mediocre in terms of average SAT scores. Green Hope is the best high school among WCPSSs schools but its 2015 average SAT score of 1719 is still far lower than Raleigh Charters 1866 and Chapel Hills 1789. There will be a great demand for a school with Raleigh Charters caliber in Cary.

3) CES will be the first charter school in North Carolina to use the Chinese model in basic skills education. Chinese students stunning performance in international comparisons will definitely attract aspiring parents who want high quality education for their children. Asian way of education will be very appealing to the large Asian population in the Triangle. It will also attract parents who are seeking solutions for their low performing children. Our survey results show that most parents made academic excellence a top priority in choosing a school. Only about one third of parents knew the huge learning gap between Chinese students and American students. When more and more parents know the effectiveness of the Chinese model, we expect a long waiting list.

4) CES will be the first charter school in NC to use the talent development

model. Offering gifted education to regular students will be very appealing to parents.

5) CESS Great Minds program will attract classic-minded parents. There are a few charter schools with a classic education theme but CES is different from them. The Great Minds program broadens the scope of the Great Books program by including current classics, biographies, non-text classics (e.g., music, art) to make great ideas more relevant and accessible to 21st century students. This will appeal to parents who prefer rigorous education but frown upon old ways.

The enrollment break-even point for the first year is 185

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Our budget is conservative. Our original plan had a \$200,000 surplus in the first year. We added a few positions based on the reviewers suggestions but those can be cut if needed. The Lead Applicant worked at The Hawbridge School and really liked its lean structure. In 2015, this 200-student schools administrative staff included one director, one guidance counselor, and one clerk. Accounting, cleaning, and other jobs were done by contractors.

We will cut costs and seek other revenues. We will buy second hand furniture and equipment (e.g., those discarded by UNC) and textbooks to save money. Each family is recommended to provide services (e.g., IT, website, tutoring). We will charge fees for our after school programs and summer camps. There is abundant philanthropic money in America but there is a poverty of effective educational programs. If we find a solution to American students' underachievement, we will be very competitive in getting grants.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

No, we plan to apply for grants from foundations but we will do that after our application is approved.

Provide the student to teacher ratio that the budget is built on.

15:1

2. *Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

CES will contract for accounting and financial service, legal, audit, technology, psychological, EC related services, lunch and custodian services. To contract for services, CES will use the following criteria and procedures:

- 1) All professionals should be certified.
- 2) In selecting contractors or making large purchases, CES will request two quotes for purchases between \$1,000 to \$4,999 and three written quotes for purchases over \$5,000.
- 3) The bidding contractors must provide references, background checks, proof of experience, and proof of liability insurance.
- 4) The Board will follow its conflict of interest policy to avoid any actual or perceived conflicts of interest.

3. *Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

CES will focus on basic skills, talent development and great books. CES will hire teachers with strong content knowledge, multiple talents and a passion for reading and great ideas. Teachers who can play multiple roles will make CESs small budget stretch further. CES emphasizes the importance of student ownership of textbooks. Teachers will recommend some low-price textbooks for students to buy. This will alleviate the schools spending on textbooks. CESs Great Minds program needs a large collection of classics. We will ask parents and the community to donate books. We will also get low cost books from used book sales, Amazon and Ebay. CES intends to cultivate autonomous learners. Technology has opened new possibilities. Students can watch lessons at home and do homework in class. American students are weak in doing practice. The flipped classroom enables teachers to shape students practice habit in school. CES plans to buy 40 Chromebooks in Year 1, 80 in Year 2, and eventually each student will have a laptop. CES students will rely on carpooling for transportation in the first two years. A bus fund of \$30,000 will be set aside each year. It will be used for the down payment and the bus loan. CES will lease a 10,000-square-foot facility for its 200 students in Year 1. The \$300,000 facility budget will also cover the cost of potential remodeling to fit the schools need. An ideal situation is an existing charter school moves to a bigger building due to expansion, and CES will take over that facility.

4. *What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.*

About 8% of each years revenue is set aside for the reserve fund or the general fund balance. Our long term goal is to have a reserve fund equivalent of three months expenditure. It is impossible to achieve this goal in the first few years. We will build up this reserve gradually. In the first year, if the schools average monthly expenditure is \$120,000, then we need to have this amount of money on our balance sheet at the end of the academic year as a reserve fund. At the end of the second year, we plan to have a reserve fund equivalent of two months expenditure. Personnel expenditure is the biggest cost for the school. We have to have lean staffing. People with multiple expertise are preferred. For example, ideally, the art teacher will be able to maintain the schools website. The Chinese language teacher can also teach coding. The second largest expenditure will be the building rent. We need to get a favorable lease. We will teach students to save water, electricity, paper, and other resources to cut costs. We will get extra revenues from before and after school programs, summer camps, and donations.

5. *Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

In the first few years, we may have to lease a facility. CES plans to buy one or two school buses in Year 3, and the interest rate may be 8%. CES may also contract for the bus service then it will not need financing. CES will set aside a building fund of \$50,000 each year. It is in the facility leasing/mortgage budget. If the lease is much lower than the budget then more money will be saved for the fund. When an opportunity comes, we will use the reserved building fund for a mortgage down payment and monthly payments.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

CES will lease a school building in the first year. Offices will be equipped with computers and furniture. Classrooms will have desks, chairs, bookshelves, cabinets, whiteboards, calculators, textbooks, and LCD projectors. The school will buy a few carts of Chromebooks each year. Each teacher will have a laptop. Science teachers will have some basic equipment for a science lab. There will be books and computers in the library. There will be tables and chairs in the commons and the courtyards. All these will be the schools assets.

Financial Compliance: (No more than a half of a page)

How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

CES and its board will take the following measures to ensure internal controls:

1) In the first few years, the accounting service will be outsourced to a firm so the Director and the accounting firm have segregated duties. The Director approves expenditures and monitors the school's cash balance. The accountant creates payrolls, issues checks, and maintains records. The Director will need the Board's approval in making financial decisions larger than \$1000 (e.g., purchasing laptops, leasing copiers).

2) Safeguard the schools assets.

a. Adequate insurance will be purchased.

b. The school's major assets (e.g., computers, desks and chairs, LCD projectors, graphic calculators) will be inventoried, and a check-out and check-in record will be maintained.

c. Cash will be kept in a locked drawer and deposited daily.

d. The deposit in each bank account will not exceed the FDIC Insurance limit.

e. An alarm system and surveillance cameras will be installed.

f. A check in system for visitors.

3) Accurate and adequate record.

a. The Board will develop a financial policy manual to ensure adequate internal controls. The secretary, the Director and the teachers will follow the manual to keep accurate and adequate record. Receipts for all the purchases will be copied and the numbers will be entered into the school's spreadsheet/accounting software. The originals will be sent to the accountant.

b. The Director will show a summary of the school's balance sheet to the school board every two months.

c. All financial records will be locked in a cabinet or a room.

d. An independent auditor will be contracted to perform annual financial audit of the school.

Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

There are no related party transactions.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

PETWAY MILLS & PEARSON, PA
Raleigh Office
9121 Anson Way
Raleigh, NC 27615
919-781-1047

Dixon Hughes Goodman, LLP
2501 Blue Ridge Road
Raleigh, NC 27607
919-875-4979

Section VI: Financial Plan Concerns and Additional Questions	Reviewer	Page Reference
What is the applicants contingency plan or plan for additional funding sources?	Nicole Charles	Total Budget
Is a part time financial officer realistic especially in a crucial first year?	Jessica Kelly	Personnel Bu
How will you provide the full continuum of service for EC Identified students with only 1 EC Teacher budgeted?	Glenn Allen	Personnel Bu
Although the projections are consistent, given the very specialized instructional staff required to fulfill the CES instructional program, is \$40,000 a large enough salary?	Nicole Charles	Personnel Bu
How do you plan to provide for the provision of related services as well as testing with no funds budgeted for such?	Glenn Allen	Operations B
Which staff member will be trained and in charge of student accounting? Most schools contract with a service provider who is equipped to do necessary student accounting reports and meet required deadlines regarding PowerSchool.	Stephenie Clark	Operations B
There are no line items for computer in the instructional budget. Will teachers simply use textbooks for instruction? How will things like attendance, grades, and communication occur without any staff computers?		
Given the real estate market in Cary, is a \$250,000 lease realistic?	Nicole Charles	Operations B
Why does the child nutrition cost dip in year three?		
Is the low legal cost realistic given contractual obligations (finding a building, starting the school etc.)and no legal rep on the board?		
Instructional: Computers and software prices "0"?	Hilda Parlér	Operations B
Is \$3000 enough to cover computers for the office? Will \$20,000 be enough to cover free/reduced lunches all year? Will technology be in the classroom? There is no money budgeted. Will teachers not have computers or laptops? Is \$3,000 enough for professional development with your educational program that will be new to the majority of your teachers? Is this enough to cover experts that you will bring in? Most state testing is on-line now. How will you do state mandated testing that is on-line without computers? No money has been budgeted for EC services such as psychologist, OT, ST, etc. How will you meet the needs of your EC students? The budget does not seem realistic.	Shannon Sellers	Operations B
Although with extraordinary planning and highly effective spending the applicant could meet the budget, is having a fund balance of over \$150,000 realistic and in the best interest of the first year students?	Nicole Charles	Total Expend
Some items in the expenditures portion of the budget should be revisited. They many not provide a realistic assessment of what the school will need to spend to be functional and viable.	Stephenie Clark	Total Expend
The operations budget does not seem realistic.	Shannon Sellers	Total Expend
Is out of school time programming only available for students with financial means? What is the student teacher ration? The application waivers between 15 and 25 to 1? Although the applicants lean budget makes financial sense, is it aligned with the aggressive academic target?	Nicole Charles	Budget Narra
How will you handle those students whose parents cannot afford after/before school care?	Shannon Sellers	Budget Narra
How will the school accomplish a 15:1 ratio? Most class sizes were projected to be 25 in the beginning of the application.	Stephenie Clark	Budget Narra

What elements of Raleigh Charter will CES be duplicating? Applicant has not explained what elements of Raleigh Charter's model they intend to use in their Chinese education model.		
Applicant should clarify what roles and duties will apply to the personnel and board committees regarding internal controls and the various methods mentioned in this section (safeguard assets, accurate and adequate record, outsourced accounting firm). How will any outsourced services be monitored and how will service providers be evaluated? Applicant does not provide any methods or procedures for conducting an independent financial audit.	Stephenie Clark	Financial Au

Reviewer	Score
Deanna Townsend-Smith	
Hilda Parlér	Pass
Jessica Kelly	Pass
Shannon Sellers	Fail
Nicole Charles	Pass
Glenn Allen	
Stephenie Clark	Pass

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 19, 2016 5:00 pm EST deadline. Payments will be accepted in the form of a check or credit card. The Credit card Form is found on the Office of Charter Schools website. Cash is not accepted.

**Application Note: The applicant must mail the check or credit card form along with a letter indicating the name of the proposed charter school, contact information, and the enclosed payment amount to be received before or on the due date of September 19, 2016 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-218.1(c).
800school Date: 09/22/2017

Applicant Signature:

The foregoing application is submitted on behalf of Carolina Experimental School (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy TCS-U-013 All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: 800school

Board Position: Board Chair

Signature: _____

Date: 09/22/2017

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

OVERALL ASSESSMENT

Would you, as an external evaluator, recommend an interview for this application? Remember that an external evaluator has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for subcommittee and Advisory Board deliberations regarding which applicants to invite back for an interview.

Total External Evaluator Votes	
No	Yes

Would you, as a subcommittee , recommend an interview for this application? Remember that a subcommittee is not a quorum of the whole Advisory Board and has no authority to bind the Advisory Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for Advisory Board deliberations regarding which applicants to invite back for an interview.

Total Subcommittee Votes	
No	Yes

Would you, as an Advisory Board, recommend this nonprofit group to the SBE to start the Planning year? The State Board of Education gives the final approval to start the Planning Year.

CSAB Votes	
No	Yes

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Public Charter School Advisory Council subcommittee.

Initial Screening

Mission, Purposes, and Goals	- dtsmith840
Education Plan	- dtsmith840
Governance and Capacity	- dtsmith840
Operations	- dtsmith840
Financial Plan	- dtsmith840
OVERALL	- dtsmith840 - dtsmith840 - dtsmith840

External Evaluator	
Mission, Purposes, and Goals	<p><u>Mission Statement</u> Given the overly broad mission to provide high quality to all students, how can the applicant justify targeting a small subgroup racially? - nacharles</p> <p><u>Mission Statement</u> What model does China use that the school is trying to replicate?</p> <p>Mission statement is not strong - what is considered best educational practices?</p> <p>If this is a such strong educational practices why do you need to locate where there is a high Asian population? - jessica.kelly</p> <p><u>Mission Statement</u> What is meant by "best educational practices?" This should be clearly defined. The mission statement is very vague. What school in China are you trying to duplicate? If you adopt their best practices, what will you do to make it innovative and your own? Why are you specifically saying you want to bridge the gap between American and other countries? - shannon1974</p> <p><u>Mission Statement</u> Mission is not descriptive or specific enough. How will the school measure whether it is accomplishing this mission and vision given the lack of specificity?</p> <p>What constitutes "best educational practices"? - stephenie_clark</p> <p><u>Mission Statement</u> Mission statement appears "broad" in meaning.</p> <p>The mission is a very ambitious and wide-ranged one. Which other countries besides China. - haparler</p>

	<p><u>Educational Need and Targeted Student Population</u> Although the applicant provided some source material in Appendix 1, can additional materials justifying the claims in the application be provided?</p> <p>How does the target population of largely Asian students comply with the mission and charter law? - nacharles</p> <p><u>Educational Need and Targeted Student Population</u> Targeting Asian population.</p> <p>Education plan needs more data to back it up. - jessica.kelly</p> <p><u>Educational Need and Targeted Student Population</u> Why are you targeting Asian students? If you want to bridge the gap between American students and Chinese students wouldn't you want a large population? Based on your data from Appendix A, other than the data showing the gap, why is there a need for this school? The information provided showed that parents weren't interested in the current charter schools, but no evidence to support the need for this school? Based on the information provided, you say you will offer common core and then explain other practices that do not align with the common core. How will you more this into the high school where credits in certain subjects are required for graduation. (ie..Great Mind books in social studies) How will you make standardized test more weighted when NC states that EOC's count 20% and EOG's are not weighted? Only the 3rd grade reading EOG has a set standard for passing/retention? - shannon1974</p> <p><u>Educational Need and Targeted Student Population</u> Given that the mission is to provide a high quality education to all students, how does the chosen location where a large Asian population is located align with the mission?</p> <p>Will students who are not familiar with the Chinese culture and style of learning be successful at this school?</p> <p>How can the school ensure that students are pursuing academic or "talent development activities" after school hours (I.e. At home, after school programs, weekends, etc)?</p> <p>What will the school do if a majority of students do not perform well on standardized tests, specifically regarding promotion and retention?</p> <p>Mission statement involves helping low socioeconomic status students, but target population seems in pursuit of one particular demographic. - stephenie_clark</p> <p><u>Educational Need and Targeted Student Population</u> First, if we start with Kindergarten, we will be able to shape students work ethics, motivation, and study skills as we want them to be but we have to wait several years to get the results. So will the children... - haparler</p> <p><u>Purposes of Proposed Charter School</u> Can the applicant provide more details about what the Chinese model actually is? Why is the comparison between Shanghai and all of America rather than China vs. the US? Since the applicant relies heavily of generalizations about American households, how will</p>
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	<p>enrollment strategies be addressed given charter law? Can students from any American household or any family currently living in the target area be successful at CES? - nacharles</p> <p><u>Purposes of Proposed Charter School</u> You want to mass-produce Raleigh Charters success? Is their education plan similar?</p> <p>Your answers seems as if you are targeting specific students more than others.</p> <p>How will your ensure your staff fully understands the educational practices you desire? - jessica.kelly</p> <p><u>Purposes of Proposed Charter School</u> How will you find teachers to serve this school based on number 1 if only a few graduate schools offer training in your educational program? What is the Chinese program you plan to use? In what ways do you plan to mass-produce Raleigh Charter's success? Are you using the same educational plan? In reading number4, NC has a large debate about the required testing for students and in the last few years testing has been decreased, but you plan to focus on final exams. Will this be a hinderance for students and parents attending CES? Again with #4, many middle and high school students are involved in sports, have jobs, and other after school activities, how will your increase in homework and activities not affect enrollment? In number 5 you make mention of increasing learning opportunities with an emphasis on at-risk or gifted? Is this another target population? Has the Shanghai educational practice been used in America? Is there any data to support that this method will be successful in America? - shannon1974</p> <p><u>Purposes of Proposed Charter School</u> Many of the proposed purposes make generalizations about educators in the US and American families, how will the school successfully accomplish these proposed purposes if there is a lack of understanding of American culture and the students/families they will be serving?</p> <p>Applicant purposes are written in a way that seems to target a select demographic of students and families.</p> <p>Describe further the innovations that the Chinese model will bring to education in the US. - stephenie_clark</p> <p><u>Goals for the Proposed Charter School</u> Are the performance goals overly ambitious given the limited nature of American students asserted in the last section?</p> <p>Can the applicant share how the board will measure the success of the non-academic goals (motivation, time use, educational reform)? - nacharles</p> <p><u>Goals for the Proposed Charter School</u> Goals are overly ambitious.</p> <p>Goal 3 in governing board is not measurable in any way - how will this be measured?</p>
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	<p>Again targeting specific sub group of students. - jessica.kelly</p> <p><u>Goals for the Proposed Charter School</u> Your academic goals are very ambitious. Is it realistic to believe you will have 70% the first year, when many students will come in with a learning gap from previous schools? This educational practice will be quite different from the traditional setting. Would your teachers and students not benefit from assessments prior to the end of the year to help predict how they will score on the EOG/EOC? Waiting until May to take a practice test right before the real test does not allow time to help students grow and teachers know what areas students have difficulty. All of your goals are not measureable in the 2nd section. For example, how will a the board measure motivation, time use?</p> <p>- shannon1974</p> <p><u>Goals for the Proposed Charter School</u> How will the school balance instruction with practice testing once a month?</p> <p>Goals are not written in a SMART format. Many are missing the time bound portion, some are not attainable, and others are not measurable.</p> <p>Academic achievement goals are overly ambitious. They are for a targeted group of students and show a lack of understanding of factors affecting low socioeconomic student achievement.</p> <p>Applicant lacks details on how the governing board will monitor progress of these goals. - stephenie_clark</p>
Education Plan	<p><u>Instructional Program</u> How does testing push students to invest more time? IS the assumption that all students are motivated by competition and rigorous testing?</p> <p>Although the focus on books is a great start, what are the pieces of the remaining instructional program especially in math and science which the applicant indicates are strengths under the Chinese model? - nacharles</p> <p><u>Instructional Program</u> What will the entrance exams be used for? Will this impact a student getting in to the school?</p> <p>One final exam is going to be the sole measure of proficiency? Is this realistic? - jessica.kelly</p> <p><u>Instructional Program</u> Are you planning to use testing to motivate students? What type of entrance exam are you planning to use and will this help determine acceptance? Where is the focus on math and science. The focus on literacy seems to be there. What evidence is there that more testing and the push for higher test scores are going to improve student performance? How will you teachers not teach to a test when test are being pushed so heavily on students. - shannon1974</p>

	<p><u>Instructional Program</u></p> <p>How will the school reshape the mindset of students around investment into passing rigorous tests?</p> <p>How will textbooks be used to meet the needs of the low socioeconomic students?</p> <p>What additional evidence can be provided that this instructional methodology differs from what American schools are currently doing and will have an impact on students here in North Carolina? - stephenie_clark</p> <p><u>Curriculum and Instructional Design</u></p> <p>Given the 6th grade start in year one, can the applicant provide more details on the middle school curriculum?</p> <p>How does the school prepare students to do well on the EOG in the first year? Is the expectation that all students arrive prepared despite what is outlined in the mission? In addition to the comparative data provided in the graduation requirement section, can the applicant clarify how CES specifically will address the issues addressed in the narrative, especially for students not accustomed to the test driven nature of schooling? - nacharles</p> <p><u>Curriculum and Instructional Design</u></p> <p>Requiring a score of 20 on an ACT for a high school student to graduate is not realistic. Basing all promotions on standardized tests is concerning. - jessica.kelly</p> <p><u>Curriculum and Instructional Design</u></p> <p>Promotion and retention will be based on EOG scores solely? How will this affect a student with a disability? How about unidentified students that have test anxiety? What test will you use to retest, so that a student can come off of probation? NC only has retest under the Read to Achieve Law?</p> <p>How will this work in high school when EOC's count 20% of the final grade?</p> <p>Is a 20 realistic for the ACT to determine graduation. How many times will students be allowed to take the ACT? Who will cover the cost if a student has to continuously take the ACT again for a 20?</p> <p>How will you measure mastery of skill if only a test is used at the end of the year? Will teachers grade assignments?</p> <p>What standardized test will be used for classes in which the state does not have a test?</p> <p>- shannon1974</p> <p><u>Curriculum and Instructional Design</u></p> <p>How will the school use other methods to determine if a student is mastering content beyond one final state assessment at the end of the school year?</p> <p>How will the school account for students who have anxieties around testing? Will those students have an opportunity to show mastery through another strength of theirs to be promoted?</p> <p>How will teachers monitor the use of time by students at home? - stephenie_clark</p> <p><u>Curriculum and Instructional Design</u></p> <p>**Great books are for summer reading.</p> <p>What characteristics determine whether a book is "great"?</p> <p>**Textbook ownership.</p>
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	<p>Owning textbooks allows students to learn not only systematically but also independently. Who pays for the textbooks? - haparler</p> <p><u>Special Programs and "At-Risk" Students</u> Does the applicant fully understand at-risk students?</p> <p>Can the applicant justify not hiring ELL teachers for 14 students given the suggested class size? Is relying on volunteers educationally sound?</p> <p>Can the applicant retain additional information on requirements around special programming? - nacharles</p> <p><u>Special Programs and "At-Risk" Students</u> What is the support plan? It mentions nominations to the EC Teacher. What does this mean? - kevin_allen</p> <p><u>Special Programs and "At-Risk" Students</u> Penalizing a student for getting a 1 or 2 on a test does not seem right. Do you have data to back up these decisions? Does this include your EC population?</p> <p>- jessica.kelly</p> <p><u>Special Programs and "At-Risk" Students</u> How will you determine students that are at risk? What types of intervention will be used to help students to be successful? (Providing text books is not an intervention.) How will you work identify students prior to the final exam/EOG that are at-risk? Where do students with disabilities fall into intervention? What will you do for students who cannot stay after school? High performing students can skip grades and classes? Has there been research to show this is effective and doesn't cause issues in social skills development? - shannon1974</p> <p><u>Special Programs and "At-Risk" Students</u> What support is provided to students who are identified as at-risk? Applicant outlines desired actions of students, but does not provide what systems and services the school will have in place to support the students in need of additional resources.</p> <p>AIG program support seems to encompass a myriad of extracurricular activities. What additional classroom support or in school services will be provided to those students? - stephenie_clark</p> <p><u>Special Programs and "At-Risk" Students</u> To be seeking a charter for an American school, the applicants come across as very critical and degrading of the system in which it wants its school to be a part. Why not start a "private" school?</p> <p>**At the beginning of the semester, teachers will nominate at-risk students in their classes at the staff meetings. Students get the most nominations will be referred to the EC teachers. "Nominate" to be referred to EC teachers? - haparler</p> <p><u>Exceptional Children – Identification and Records</u> Is the applicant familiar with the child find requirement? Can the applicant explain the link between proposed testing (hearing, vision, intelligence,</p>
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	<p>achievement) and possible learning style differences?</p> <p>Given the completely different cultural and philosophical differences between CES and US public schools, can the applicant add pd around record keeping for EC students and evaluation criteria to its requirements for staff and the board? - nacharles</p> <p><u>Exceptional Children – Identification and Records</u> Parents should provide a copy of an IEP, just saying their child has one does not provide adequate information. Will you ask for records from the previous school or just assume paperwork will be sent? The person responsible for exceptional children and IEP's should not be the same person for 504's. This is two different plans. Does the applicant understand the difference between 504 and - shannon1974</p> <p><u>Exceptional Children – Identification and Records</u> What system will the school have in place to begin teacher identification of students who may require an IEP or 504 plan? - stephenie_clark</p> <p><u>Exceptional Children – Education Programming</u> There may be a disconnect. EC Teachers would not develop 504 plans for students that have an IEP. Accommodations and modifications would be included in the IEP? How are EC Services aligned with the Curriculum of the school? You state you will offer the full continuum or service but the methodology is unclear. - kevin_allen</p> <p><u>Exceptional Children – Education Programming</u> The EC teacher and the 504 coordinator should not be the same person. Clear understanding of EC programming is not evident. - jessica.kelly</p> <p><u>Exceptional Children – Education Programming</u> EC students do not have an IEP and a 504 plan. Service times are specifically spelled out, and some students will require service the entire block, how will you handle this based on splitting time with the inclusion teacher? It is unclear how FAPE and full continuum of services will be offered. How will the IEP be considered in promotion and retention? - shannon1974</p> <p><u>Exceptional Children – Education Programming</u> How will EC students be measured on performance if the school bases the promotion or retention of students on their EOG/EOC performance? - stephenie_clark</p> <p><u>Student Performance Standards</u> IS using the ACT score as a graduation requirement feasible and reasonable? What in the curriculum will drive a student's "self-remediation?"</p> <p>What timelines are associated with the level of rigor proposed? According to this model, a student could be helped back for several years? Can the applicant how CES's curriculum and instructional method as well as exceptional student policies are designed to address these issues? - nacharles</p> <p><u>Student Performance Standards</u> So a student can skip several grades as long as they can pass the EOC and ACT requirements? Does that show true proficiency and understanding? - jessica.kelly</p>
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	<p><u>Student Performance Standards</u></p> <p>How will students learn if they self-remediate themselves with little to no assistance from teachers?</p> <p>What other assessments will be used to drive instruction?</p> <p>Where will test for those that score a level 2 come from to get off of probation?</p> <p>How do you know the emphasis on testing will improve student performance? How will you keep students that do not do well on test from returning to their home school?</p> <p>You state you will use test rather than grades in one place, but later say grades will be looked at if a student continues to have difficulty passing a test.</p> <p>- shannon1974</p> <p><u>Student Performance Standards</u></p> <p>Does the school take into account the social and emotional proficiencies of a student prior to allowing them to skip grades based on passing an appropriate state test?</p> <p>Applicant does not address how the standards for promoting students will apply to EC students as well as students deemed at-risk.</p> <p>How will assessment data throughout the course of the school year drive instruction and improve curriculum over time? - stephenie_clark</p> <p><u>Student Performance Standards</u></p> <p>The NC standards are often considered less challenging by people from some states. Keeping this in mind, we encourage able students to skip grade level courses by passing grade level tests. North Carolina does not have high school exit exams so CES will use the ACT as a high school exit exam.</p> <p>Interesting! - haparler</p> <p><u>Student Conduct and Discipline</u></p> <p>Is suspension the only form of discipline appropriate for the listed offenses?</p> <p>How is CES prepared to overcome the cultural differences between China and the US (and potentially other countries give the diverse nature of the target LEA)? - nacharles</p> <p><u>Student Conduct and Discipline</u></p> <p>I would encourage the school to review policies governing students with disabilities as it relates to discipline students with disabilities. What is your rules regarding a change of placement or 10 days of suspension? - kevin_allen</p> <p><u>Student Conduct and Discipline</u></p> <p>Understanding of discipline processes with EC students are not clear.</p> <p>Is suspension the only discipline that will be used?</p> <p>How long is the grievance process?</p> <p>How will the gap be closed between the US model and this proposed model to families? Will there be educational sessions prior to parents applying to give clear picture of the educational expectations? - jessica.kelly</p> <p><u>Student Conduct and Discipline</u></p> <p>Is suspension the only form of discipline?</p> <p>How will you ensure due process for students?</p>
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	<p>- shannon1974</p> <p><u>Student Conduct and Discipline</u> What are the general school rules for student conduct and how will they fit into the intrinsic motivation that students are expected to develop?</p> <p>Applicant does not discuss how student conduct and expectations will be disseminated and governed.</p> <p>Applicant does not provide any examples of expectations, thus does not address how this approach will lead to a safe and orderly learning environment. - stephenie_clark</p>
Governance and Capacity	<p><u>Tax-Exempt Status 501 (c)(3)</u> N/A - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Is there a plan to manage the various direct links outlined in the org chart? Although the collaborative nature of the school is admirable, where is the accountability built in?</p> <p>Although the nature of the offenses is unclear and could be minor, is the applicant comfortable with three out of five board members having criminal records including the board chair?</p> <p>Against what standards will the board and the lead admin be evaluated against? - nacharles</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Organizational Chart is not clear. Will all members of the board be fully familiar with the Chinese educational model? Who will conduct the training to the board and the staff?</p> <p>Members of the board have criminal charges - this is concerning. - jessica.kelly</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> The organizational chart is unclear and confusing. Are current board members trained in the Chinese educational practice that you are saying you will use? What happens if the grievance is with the director? If a board member is dismissed they are expected to find a replacement? Are you sure you want a dismissed member to find his/her replacement? How will the board and the director be evaluated? - shannon1974</p> <p><u>Governance and Organizational Structure of Private Nonprofit Organization</u> Organizational chart does not show true hierarchy of the school.</p> <p>Is it a requirement for the board to have an understanding of the Chinese education model? Who will be in charge of disseminating information regarding the model to staff, the director, and new board members?</p> <p>Will the evaluation of the director rest solely on the performance of students on the end of grade state tests?</p> <p>What process did the board use (and will use in the future) to ensure that board members are properly vetted and reflective of the moral standards and citizenship the school is</p>

	<p>requiring of staff and students? - stephenie_clark</p> <p><u>Proposed Management Organization (EMO/CMO)</u> n/A - nacharles</p> <p><u>Proposed Management Organization (EMO/CMO)</u> NA - jessica.kelly</p> <p><u>Staffing Plans, Hiring, and Management</u> Is it reasonable to hire teachers based on SAT scores? is the assumption to hire mostly young faculty? How will teachers who may have switched careers and haven't taken the SAT in several years be judged?</p> <p>What is the contingency plan if proposed recruitment and retention measures fail? Is doing additional work for potential increased pay a sound retention technique especially considering the very average salary proposals?</p> <p>What is the relationship between the board and staff? The org chart indicates some dual roles for staff which may blur the lines of accountability? Who is ultimately responsible for students and staff success? - nacharles</p> <p><u>Staffing Plans, Hiring, and Management</u> Do you think it will deter quality teaching applicants to apply due to required hire scores on tests? Is there a contingency plan for hiring if the proposed method does not heed enough quality candidates? - jessica.kelly</p> <p><u>Staffing Plans, Hiring, and Management</u> Do you think looking at a certified teacher's test scores will be a hinderance for hiring? What is the back-up plan should this create an issue. How will you handle a veteran teacher or person that took the SAT 10 to 20 years prior to applying?</p> <p>EC teachers should not be responsible for 504's because they are two different students. The school counselor would be ideal for the 504 plans. - shannon1974</p> <p><u>Staffing Plans, Hiring, and Management</u> How will the board recruit and hire highly qualified staff members if they have not taken the SAT test in the past or cannot locate test scores? This seems to be very limiting.</p> <p>- stephenie_clark</p> <p><u>Staff Evaluation and Professional Development</u> If the issue of student performance is n fact the the home, can teachers be evaluated on a students achievement? Can the applicant clarify the link?</p> <p>Can the applicant point to specific professional development program that address the myriad of required skills CES teachers must possess?</p> <p>Is the timeline for teacher pd realistic given all that's required? Is reporting 8 days before school starts not too ambitious given all that's proposed - nacharles</p> <p><u>Staff Evaluation and Professional Development</u> Evaluation system of teachers is not clear. Will the teachers only be evaluated on student performance?</p>
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	<p>Will this PD plan fully prepare your teachers for the classroom on Day 1? This model is very different from what the majority of your staff and students will be used to. What will be set up in place to support these students and staff that struggle with implementing this model right away. - jessica.kelly</p> <p><u>Staff Evaluation and Professional Development</u> How will teachers be evaluated? This is unclear in the explanation? Is 8 days prior to school starting enough time to train teachers in the instructional methods to be used? Is the PD realistic? Is watching videos going to be enough for teachers to understand the expectations set for them? - shannon1974</p> <p><u>Staff Evaluation and Professional Development</u> What data would you collect to give a teacher a rating based on how they are doing at home? Shouldn't a teacher be directly evaluated on their locus of control, which would entail elements within the classroom?</p> <p>A host of the PD prior to starting school seems to revolve around a mindset and research around the differences between the US education system and those doing better in the world, will students in turn get a form of this training similar to teachers?</p> <p>Applicant does not provide in depth information on what teacher mentorship will look like. Additionally, a more robust plan must be in place to support Beginning Teachers in accordance with state board of education policies. - stephenie_clark</p> <p><u>Staff Evaluation and Professional Development</u> Teachers should be familiar with the conversion relationships between raw scores, standard scores and percentile ranks for major standardized tests (e.g., EOG, EOC, ACT, SAT). This knowledge will enable teachers to help students set goals. 2) Chinese education 3) Critiques of American education.</p> <p>Note #3. - haparler</p> <p><u>Marketing Plan</u> Is the marketing aligned with the target outlined earlier in this application?</p> <p>Why is the open house after the start of the proposed school year? Is this for the long range plan for subsequent years? - nacharles</p> <p><u>Marketing Plan</u> How will the marketing ensure parents understanding of the Chinese model prior to the school year starting? - jessica.kelly</p> <p><u>Marketing Plan</u> Your marketing plan contradicts your targeted population stated earlier in the application. Will there be face to face information sessions to explain to parents the instructional practice you plan to use? - shannon1974</p> <p><u>Marketing Plan</u> What information will be provided to interested families to ensure they fully understand what makes the Chinese model different from traditional US education?</p> <p>How will the school successfully recruit the targeted groups listed in the mission, specifically low socioeconomic status students. - stephenie_clark</p>
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	<p><u>Parent and Community Involvement</u> Can the applicant clarify how parents who may have limited resources (time or money) participate in the outlined plan? - nacharles</p> <p><u>Parent and Community Involvement</u> How will parents who can not give time or money be involved in the school? - jessica.kelly</p> <p><u>Parent and Community Involvement</u> What does the parent do that cannot give money or time to the school do? - shannon1974</p> <p><u>Parent and Community Involvement</u> How will parents and families who are not able to donate time, items, or finances be included in this school's model? - stephenie_clark</p> <p><u>Admissions Policy</u> How does the admissions interview play into student acceptance? Will the school suggest the student go to another school? During the first year, will you have a mock class for students to sit in? - shannon1974</p> <p><u>Admissions Policy</u> What percentage of enrollment preference will be given to students of board members and full-time staff? What is the purpose of admission interviews? If the school simply wants to provide additional information regarding the methodologies to parents, wouldn't an informational session suffice? - stephenie_clark</p> <p><u>Weighted Lottery</u> N/A - nacharles</p> <p><u>Weighted Lottery</u> NA - jessica.kelly</p>
Operations	<p><u>Transportation Plan</u> EC is mentioned but how will you provide for transportation as identified on an IEP as a related service? - kevin_allen</p> <p><u>Transportation Plan</u> Is EC transportation included in the budgeted amount? - shannon1974</p> <p><u>School Lunch Plan</u> Will \$20,000 be enough to cover free/reduced lunches? - shannon1974</p> <p><u>School Lunch Plan</u> \$3 to \$8 for school lunch seems a little over priced. Average range is \$1.25 - \$2.00 max. - stephenie_clark</p> <p><u>Civil Liability and Insurance</u> Appendix L matches the proposed budget but why are the projections in the application different from year one? The Appendix includes the buses so can the applicant share where the \$7,300 difference occurs? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u> What is the cost estimate for retro-fitting a commercial building and bringing it up to code</p>

	<p>for a public school? - nacharles</p> <p><u>Facility and Facility Contingency Plan</u></p> <p>Since building space seems to be limited will the growth plan be realistic if space cannot be located? - jessica.kelly</p>
Financial Plan	<p><u>Total Budget Revenue Projections 2018-2023 (Table)</u></p> <p>What is the applicants contingency plan or plan for additional funding sources? - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u></p> <p>Although the projections are consistent, given the very specialized instructional staff required to fulfill the CES instructional program, is \$40,000 a large enough salary? - nacharles</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u></p> <p>How will you provide the full continuum of service for EC Identified students with only 1 EC Teacher budgeted? - kevin_allen</p> <p><u>Personnel Budget: Expenditures 2018-2023 (Table)</u></p> <p>Is a part time financial officer realistic especially in a crucial first year? - jessica.kelly</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p> <p>Given the real estate market in Cary, is a \$250,000 lease realistic?</p> <p>Why does the child nutrition cost dip in year three?</p> <p>Is the low legal cost realistic given contractual obligations (finding a building, starting the school etc.)and no legal rep on the board? - nacharles</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p> <p>How do you plan to provide for the provision of related services as well as testing with no funds budgeted for such? - kevin_allen</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p> <p>Is \$3000 enough to cover computers for the office?</p> <p>Will \$20,000 be enough to cover free/reduced lunches all year?</p> <p>Will technology be in the classroom? There is no money budgeted. Will teachers not have computers or laptops?</p> <p>Is \$3,000 enough for professional development with your educational program that will be new to the majority of your teachers? Is this enough to cover experts that you will bring in?</p> <p>Most state testing is on-line now. How will you do state mandated testing that is on-line without computers?</p> <p>No money has been budgeted for EC services such as psychologist, OT, ST, etc. How will you meet the needs of your EC students?</p> <p>The budget does not seem realistic.</p> <p>- shannon1974</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u></p> <p>Which staff member will be trained and in charge of student accounting? Most schools contract with a service provider who is equipped to do necessary student accounting reports and meet required deadlines regarding PowerSchool.</p>

	<p>There are no line items for computer in the instructional budget. Will teachers simply use textbooks for instruction? How will things like attendance, grades, and communication occur without any staff computers? - stephenie_clark</p> <p><u>Operations Budget: Expenditures 2018-2023 (Table)</u> Instructional: Computers and software prices "0"? - haparler</p> <p><u>Total Expenditure Projections (Table)</u> Although with extraordinary planning and highly effective spending the applicant could meet the budget, is having a fund balance of over \$150,000 realistic and in the best interest of the first year students? - nacharles</p> <p><u>Total Expenditure Projections (Table)</u> The operations budget does not seem realistic. - shannon1974</p> <p><u>Total Expenditure Projections (Table)</u> Some items in the expenditures portion of the budget should be revisited. They many not provide a realistic assessment of what the school will need to spend to be functional and viable. - stephenie_clark</p> <p><u>Budget Narrative</u> Is out of school time programming only available for students with financial means?</p> <p>What is the student teacher ration? The application waivers between 15 and 25 to 1?</p> <p>Although the applicants lean budget makes financial sense, is it aligned with the aggressive academic target? - nacharles</p> <p><u>Budget Narrative</u> How will you handle those students whose parents cannot afford after/before school care? - shannon1974</p> <p><u>Budget Narrative</u> How will the school accomplish a 15:1 ratio? Most class sizes were projected to be 25 in the beginning of the application.</p> <p>What elements of Raleigh Charter will CES be duplicating? Applicant has not explained what elements of Raleigh Charter's model they intend to use in their Chinese education model. - stephenie_clark</p> <p><u>Financial Audits</u> Applicant should clarify what roles and duties will apply to the personnel and board committees regarding internal controls and the various methods mentioned in this section (safeguard assets, accurate and adequate record, outsourced accounting firm).</p> <p>How will any outsourced services be monitored and how will service providers be evaluated?</p> <p>Applicant does not provide any methods or procedures for conducting an independent financial audit. - stephenie_clark</p>
OVERALL	<p><u>Grade Levels Served and Total Student Enrollment:</u> Why does the applicant choose to start both a middle and a high school the same year? Although the enrollment numbers are very reasonable, is there a solid plan given the</p>

	<p>educationally challenging nature of middle and high school? - nacharles</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Why was the enrollment model done this way? - jessica.kelly</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> What is the advantage of starting with middle school grades and expanding into elementary and high school at the same time?</p> <p>How will staffing and school wide culture be established for all three levels of students in year 2-5? - stephenie_clark</p> <p><u>Grade Levels Served and Total Student Enrollment:</u> Interesting method of enrolling by counting down to K I 5th year... - haparler</p>
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<u>Charter School Advisory Board Subcommittee</u>	
Mission, Purposes, and Goals	
Education Plan	
Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

<u>Overall Summary</u>	
Initial Screening 09/26/2017	<p>The application for Carolina Experimental Schools has been deemed incomplete on September 26, 2017, because it is missing the following items:</p> <p>(1) Each board member listed in the application must have a one page resume, background form and national criminal background check. The one page resume is missing for Wenyu Bai.</p> <p>Applicant did not respond to the incomplete information request by the October 4, 2017 deadline.</p>
Application Review	

Application Interview	
OVERALL	